



**Pearson BTEC Level 3 Certificate,  
BTEC Level 3 Subsidiary Diploma,  
BTEC Level 3 90-credit Diploma,  
BTEC Level 3 Diploma and  
BTEC Level 3 Extended Diploma in**

# **Performing Arts**

## **Specification**

**Issue 3**

## **Edexcel, BTEC and LCCI qualifications**

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This specification is Issue 3. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on our website at [qualifications.pearson.com](http://qualifications.pearson.com)

These qualifications were previously entitled

Edexcel BTEC Level 3 Certificate in Performing Arts (QCF)

Edexcel BTEC Level 3 Subsidiary Diploma in Performing Arts (QCF)

Edexcel BTEC Level 3 90-credit Diploma in Performing Arts (QCF)

Edexcel BTEC Level 3 Diploma in Performing Arts (QCF)

Edexcel BTEC Level 3 Extended Diploma in Performing Arts (QCF)

The QNs remain the same.

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All information in this specification is correct at time of publication.

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# BTEC qualification titles covered by this specification

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**Pearson BTEC Level 3 Certificate in Performing Arts**

**Pearson BTEC Level 3 Subsidiary Diploma in Performing Arts**

**Pearson BTEC Level 3 90-credit Diploma in Performing Arts**

**Edexcel BTEC Level 3 Diploma in Performing Arts**

**Pearson BTEC Level 3 Extended Diploma in Performing Arts**

These qualifications have been accredited to the national framework and are eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DfE and the regularly updated website [www.education.gov.uk/](http://www.education.gov.uk/). The Qualification Number (QN) should be used by centres when they wish to seek public funding for their learners. As well as a QN, each unit within a qualification also has a unit reference number (URN).

The qualification title, QN and URNs will appear on learners' final certification documentation.

The QNs for the qualifications in this publication are:

Pearson BTEC Level 3 Certificate in Performing Arts	500/6920/2
Pearson BTEC Level 3 Subsidiary Diploma in Performing Arts	500/6919/6
Pearson BTEC Level 3 90-credit Diploma in Performing Arts	600/3953/X
Pearson BTEC Level 3 Diploma in Performing Arts	500/6873/8
Pearson BTEC Level 3 Extended Diploma in Performing Arts	500/6872/6

The appropriate qualification title will appear on a learners' certificate. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

## What are BTEC Level 3 qualifications?

The BTEC qualifications in this specification are undertaken in further education, by sixth-form colleges, schools and other training providers, and have been since they were introduced in 1984. Their purpose, approaches to teaching, learning and assessment are established and understood by teaching professionals, employers and learners alike.

The BTEC qualifications in this specification are:

- Pearson BTEC Level 3 Certificate in Performing Arts
- Pearson BTEC Level 3 Subsidiary Diploma in Performing Arts
- Pearson BTEC Level 3 90-credit Diploma in Performing Arts
- Pearson BTEC Level 3 Diploma in Performing Arts
- Pearson BTEC Level 3 Extended Diploma in Performing Arts.

They maintain the same equivalences, benchmarks and other articulations (for example SCAAT points, UCAS Tariff points) as their predecessor qualifications. The table below identifies the titling conventions and variations between the predecessor and new qualifications:

<b>Predecessor BTEC Nationals</b> (accredited 2007)	<b>BTEC Level 3 qualifications</b> (for delivery from September 2010)
Not applicable	Pearson BTEC Level 3 Certificate
Edexcel Level 3 BTEC National Award	Pearson BTEC Level 3 Subsidiary Diploma
Not applicable	Pearson BTEC Level 3 90-credit Diploma
Edexcel Level 3 BTEC National Certificate	Pearson BTEC Level 3 Diploma
Edexcel Level 3 BTEC National Diploma	Pearson BTEC Level 3 Extended Diploma

The BTEC qualifications in this specification are level 3 qualifications designed to provide highly specialist, work-related qualifications in a range of vocational sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. These qualifications accredit the achievement for courses and programmes of study for full-time or part-time learners in schools, colleges and other training provider organisations. The qualifications provide career development opportunities for those already in work, and progression opportunities to higher education, degree and professional development programmes within the same or related areas of study, within universities and other institutions.

The BTEC qualifications in this specification provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Sector Skills Councils (SSCs) and/or Standards Setting Bodies (SSBs). Certain BTEC qualifications are recognised as Technical Certificates and form part of the Apprenticeship Framework. They attract UCAS points that equate to similar-sized general qualifications within education institutions within the UK.

On successful completion of a BTEC level 3 qualification, a learner can progress to or within employment and/or continue their study in the same, or related vocational area.

## Total Qualification Time

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For all regulated qualifications, Pearson specifies a total number of hours that it is expected the average learner will be required to undertake in order to complete and show achievement for the qualification: this is the Total Qualification Time (TQT).

Within this, Pearson will also identify the number of Guided Learning Hours (GLH) that we expect a centre delivering the qualification will need to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, such as lessons, tutorials, online instruction, supervised study giving feedback on performance.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

These qualifications also have a credit value, which is equal to one tenth of TQT. Pearson consults with users of these qualifications in assigning TQT and credit values.

This suite of BTEC Level 3 qualifications is available in the following sizes:

- Certificate – 300 TQT (30 credits, 180 GLH)
- Subsidiary Diploma – 600 TQT (60 credits, 360 GLH)
- 90-credit Diploma – 900 TQT (90 credits, 540 GLH)
- Diploma – 1200 TQT (120 credits, 720 GLH)
- Extended Diploma – 1800 TQT (180 credits, 1080 GLH).

## Pearson BTEC Level 3 Certificate – 30 credits

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The 30-credit BTEC Level 3 Certificate offers a specialist qualification that focuses on particular aspects of employment within the appropriate vocational sector. The BTEC Level 3 Certificate is a qualification which can extend a learner's programme of study and give vocational emphasis. The BTEC Level 3 Certificate is broadly equivalent to one GCE AS Level.

The BTEC Level 3 Certificate is also suitable for more mature learners, who wish to follow a vocational programme of study as part of their continued professional development or who want to move to a different area of employment.

## Pearson BTEC Level 3 Subsidiary Diploma – 60 credits

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The 60-credit BTEC Level 3 Subsidiary Diploma extends the specialist work-related focus of the BTEC Level 3 Certificate and covers the key knowledge and practical skills required in the appropriate vocational sector. The BTEC Level 3 Subsidiary Diploma offers greater flexibility and a choice of emphasis through the optional units. It is broadly equivalent to one GCE A Level.

The BTEC Level 3 Subsidiary Diploma offers an engaging programme for those who are clear about the area of employment that they wish to enter. These learners may wish to extend their programme through the study of a general qualifications such as GCE AS Levels, additional specialist learning (for example through another BTEC qualification) or a complementary NVQ. These learning programmes can be developed to allow learners to study related and complementary qualifications without duplication of content.

For adult learners, the BTEC Level 3 Subsidiary Diploma can extend their experience of work in a particular sector. It may also be a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

## **Pearson BTEC Level 3 90-credit Diploma – 90 credits**

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This qualification broadens and expands the specialist work-related focus of the BTEC Level 3 Subsidiary Diploma and encompasses the essential skills, knowledge and understanding needed to gain confidence and progression.

There is potential for the qualification to prepare learners for progression within education or into employment in the appropriate vocational sector and it is suitable for those who have decided that they wish to study in detail or work in a particular area of work. It is broadly equivalent to 1.5 GCE A Levels and provides a programme of study manageable in a year so that learners can bank and then build on their achievement. In this way it encourages progression for those learners who wish to undertake a one-year course of study because of individual circumstances.

Some learners may wish to gain the qualification in order to enter a specialist area of employment or to progress to a larger or different level 3 programme. Other learners may want to extend the specialism they studied on the BTEC Level 3 Certificate or the BTEC Level 3 Subsidiary Diploma programme. Learners may also be able to use the BTEC Level 3 90-credit Diploma to gain partial achievement and have the requisite skills, knowledge and understanding needed in the sector.

For adult learners the BTEC Level 3 90-credit Diploma can extend their experience of working in a particular sector. It could also be a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

## **Pearson BTEC Level 3 Diploma – 120 credits**

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The 120-credit BTEC Level 3 Diploma broadens and expands the specialist work-related focus from the BTEC Level 3 Subsidiary Diploma and the BTEC Level 3 90-credit Diploma. There is potential for the qualification to prepare learners for employment in the appropriate vocational sector and it is suitable for those who have decided that they wish to enter a particular area of work. It is broadly equivalent to two GCE A Levels.

Some learners may wish to gain the qualification in order to enter a specialist area of employment or to progress to a level 4 programme. Other learners may want to extend the specialism they studied on the BTEC Level 3 Certificate, BTEC Level 3 Subsidiary Diploma or BTEC Level 3 90-credit Diploma programme.

## **Pearson BTEC Level 3 Extended Diploma – 180 credits**

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The 180-credit BTEC Level 3 Extended Diploma extends and deepens the specialist work-related focus from the BTEC Level 3 90-credit Diploma and the BTEC Level 3 Diploma. There is potential for the qualification to prepare learners for appropriate direct employment in the vocational sector and it is suitable for those who have decided that they clearly wish to enter a particular specialist area of work. It is broadly equivalent to three GCE A Levels.

Some learners may wish to gain the qualification in order to enter a specialist area of employment or to progress to a higher education foundation degree, HND or other professional development programme. Other learners may want to extend the specialist nature of the subjects they studied on the Level 3 BTEC Diploma or another programme of study.

## Key features of these BTEC qualifications in Performing Arts

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The BTEC qualifications in this specification have been developed in the performing arts sector to:

- provide education and training for performing arts employees
- provide performing arts employees opportunities to achieve a nationally recognised level 3 vocationally-specific qualification
- provide full-time learners the opportunity to enter employment in the performing arts sector or to progress to vocational qualifications such as the Pearson BTEC Higher Nationals in Performing Arts
- provide learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

## Rationale for these BTEC qualifications in Performing Arts

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These BTEC qualifications in Performing Arts aim to provide a broad educational base for further training, further education and employment within the performing arts sector. The qualifications will develop learners' abilities through the knowledge and skills gained in different parts of the programme.

The revised BTEC Certificate, Subsidiary Diploma, 90-credit Diploma, Diploma and Extended Diploma in Performing Arts with Acting, Physical Theatre, Dance and Musical Theatre pathways are designed as successors to the current Edexcel Level 3 BTEC qualifications of the same titles.

The revisions to the BTEC qualifications in Performing Arts allow the opportunity for the units to be revised and the content updated where appropriate. The performing arts sector sees continual change in terms of techniques and technology used in all areas. We have also introduced new units, such as *Singing Techniques and Performance*, *Site-Specific Performance*, *Voice and the Actor* and *Special Subject Investigation*, that reflect an increased interest and demand.

These BTEC qualifications in Performing Arts have been designed in consideration of the Sector Qualifications Strategy (SQS) for creative and cultural industries. Skills gaps identified in the SQS include professional development and employability skills; units that address these shortage areas have been revised to encourage the acquisition and development of these competencies.

Further information will be added to each of the units in terms of an outline learning plan, a programme of suggested assignments, and also in relation to the delivery and assessment strategies. More detailed information in each of these sections will allow tutors to offer a more informed approach to the implementation of the individual units and therefore also to the complete qualification, whether it is a BTEC Certificate, Subsidiary Diploma, 90-credit Diploma, Diploma and Extended Diploma.

The vocational context of the qualification is key to effective delivery and this can be provided through assignment briefs that provide learners with realistic, work-based scenarios and projects. Forging links and relationships with local and national professional practitioners is highly recommended in order to provide a strong, vocational focus. Learners should be encouraged to take responsibility for their own learning and achievement, taking into account industry standards for behaviour and performance. The assessment approach for these BTEC qualifications in Performing Arts allows learners to receive feedback on their progress throughout the course as they provide evidence towards the grading criteria.

Having completed an Pearson BTEC Level 3 Diploma or Extended Diploma in Performing Arts, learners will be ideally placed to progress to level 4 or 5 BTEC Higher Nationals in Performing Arts or Music, or to other higher education provision, as they will have received a thorough grounding in the knowledge and skills needed.

## National Occupational Standards

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These BTEC qualifications are designed to provide much of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs. NOS form the basis of National Vocational Qualifications (NVQs). The qualifications in this specification do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Each unit in the specification identifies links to elements of the NOS.

Pearson BTEC Level 3 qualifications in Performing Arts relate to the following NOS:

- Technical Theatre
- HS1 – Working safely
- HS2 – Assessing risks
- Live Events and Promotion
- LE3 – Support the licensing and permissions application process for a live event
- LE6 – Support the planning of live events
- LE11 – Research and assess the appropriateness of different types of venues for different types of live events.

Units in the BTEC Level 3 Performing Arts specification partially meet the knowledge, understanding, skills and techniques in the specified NOS.



# Rules of combination for Pearson BTEC Level 3 qualifications in this specification

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The rules of combination specify the:

- total credit value of the qualification
- the minimum credit to be achieved at, or above, the level of the qualification
- the mandatory unit credit
- the optional unit credit
- the maximum credit that can come from other level 3 BTEC units in the qualification suite.

When combining units for a BTEC qualification, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

## **Pearson BTEC Level 3 Certificate**

- 1 Qualification credit value: a minimum of 30 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 23 credits.
- 3 Mandatory unit credit: 10 credits.
- 4 Optional unit credit: 20.
- 5 This qualification is not designed to include other level 3 BTEC units.

## **Pearson BTEC Level 3 Subsidiary Diploma**

- 1 Qualification credit value: a minimum of 60 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 45 credits.
- 3 Mandatory unit credit: 10 credits (20 credits for endorsed titles).
- 4 Optional unit credit: 50 credits (40 credits for endorsed titles).
- 5 A maximum of 10 optional credits can come from other level 3 BTEC units to meet local needs.

## **Pearson BTEC Level 3 90-credit Diploma**

- 1 Qualification credit value: a minimum of 90 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 68 credits.
- 3 Mandatory unit credit: 20 credits (30 credits for endorsed titles).
- 4 Optional unit credit: 70 credits (60 credits for endorsed titles).
- 5 A maximum of 10 optional credits can come from other level 3 BTEC units to meet local needs.

### **Pearson BTEC Level 3 Diploma**

- 1 Qualification credit value: a minimum of 120 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 90 credits.
- 3 Mandatory unit credit: 30 credits (40 credits for endorsed titles)
- 4 Optional unit credit: 90 credits (80 credits for endorsed titles).
- 5 A maximum of 20 optional credits can come from other level 3 BTEC units to meet local needs.

### **Pearson BTEC Level 3 Extended Diploma**

- 1 Qualification credit value: a minimum of 180 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 135 credits.
- 3 Mandatory unit credit: 60 credits (70 credits for endorsed titles).
- 4 Optional unit credit: 120 credits (110 credits for BTEC Extended Diploma in Performing Arts).
- 5 A maximum of 25 optional credits can come from other level 3 BTEC units to meet local needs.

## Pearson BTEC Level 3 Certificate in Performing Arts

The Pearson BTEC Level 3 Certificate in Performing Arts is 30 credits and has 180 guided learning hours. It consists of **one** mandatory unit **plus** optional units that provide for a combined total of 30 credits (where at least 23 credits must be at level 3 or above).

**The units for the BTEC qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).**

Pearson BTEC Level 3 Certificate in Performing Arts			
Unit	Mandatory units	Credit	Level
7	Performing to an Audience	10	3
Unit	Optional units		
9	Devising Plays	10	3
10	Theatre in Education	10	3
11	Theatre for Children	10	3
12	Classical Theatre Performance	10	3
13	Contemporary Theatre Performance	10	3
14	Musical Theatre Performance	10	3
15	Variety Performance	10	3
16	Performing with Masks	10	3
17	Developing Voice for the Actor	10	3
18	Auditions for Actors	10	3
19	Principles of Acting	10	3
20	Applying Acting Styles	10	3
21	Drama Improvisation	10	3
22	Audio Performance Acting	10	3
23	Film and TV Acting	10	3
24	The Performance of Mime	10	3
25	The Practice of Directing for Theatre	10	3
26	Approaches to Directing for Theatre	10	3
27	Script Writing	10	3
28	Storytelling as Performance	10	3
29	Stand-up Comic Technique	10	3
30	Singing Skills for Actors and Dancers	10	3
31	Developing Styles in Clowning	10	3
32	Developing Physical Theatre	10	3
33	Applying Physical Theatre	10	3
34	Circus Acrobatics	10	3
35	Circus Aerial	10	3
36	Circus Equilibratics	10	3
37	Circus Manipulation	10	3
38	Dance Performance	10	3
39	Choreographic Principles	10	3
40	Choreographing Dance	10	3

Pearson BTEC Level 3 Certificate in Performing Arts			
Unit	Optional units <i>continued</i>	Credit	Level
41	Dance Improvisation	10	3
42	The Healthy Performer	10	3
43	Developing Classic Ballet Technique	10	3
44	Applying Classical Ballet Technique	10	3
45	Developing Contemporary Dance Technique	10	3
46	Applying Contemporary Dance Technique	10	3
47	Jazz Dance	10	3
48	Tap Dance	10	3
49	Developing Movement Skills	10	3
50	Movement in Performance	10	3
51	International Dance	10	3
52	Urban Dance	10	3
53	Exploring Contact Improvisation	10	3
54	Dance Appreciation	10	3
101	Singing Techniques and Performance	10	3
102	Site-Specific Performance	10	3
103	Voice and the Actor	10	3
104	Special Subject Investigation	10	3

## Pearson BTEC Level 3 Certificate in Performing Arts (Acting)

The Pearson BTEC Level 3 Certificate in Performing Arts (Acting) is 30 credits and has 180 guided learning hours. It consists of **one** mandatory unit **plus** optional units that provide for a combined total of 30 credits (where at least 23 credits must be at level 3 or above).

**The units for the BTEC qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).**

Pearson BTEC Level 3 Certificate in Performing Arts (Acting)			
Unit	Mandatory units	Credit	Level
19	Principles of Acting	10	3
Unit	Optional units		
9	Devising Plays	10	3
10	Theatre in Education	10	3
11	Theatre for Children	10	3
12	Classical Theatre Performance	10	3
13	Contemporary Theatre Performance	10	3
14	Musical Theatre Performance	10	3
15	Variety Performance	10	3
16	Performing with Masks	10	3
17	Developing Voice for the Actor	10	3
18	Auditions for Actors	10	3
20	Applying Acting Styles	10	3
21	Drama Improvisation	10	3
22	Audio Performance Acting	10	3
23	Film and TV Acting	10	3
24	The Performance of Mime	10	3
25	The Practice of Directing for Theatre	10	3
26	Approaches to Directing for Theatre	10	3
27	Script Writing	10	3
28	Storytelling as Performance	10	3
29	Stand-up Comic Technique	10	3
30	Singing Skills for Actors and Dancers	10	3
31	Developing Styles in Clowning	10	3
32	Developing Physical Theatre	10	3
33	Applying Physical Theatre	10	3
42	The Healthy Performer	10	3
49	Developing Movement Skills	10	3
50	Movement in Performance	10	3
101	Singing Techniques and Performance	10	3
102	Site-Specific Performance	10	3
103	Voice and the Actor	10	3
104	Special Subject Investigation	10	3
106	Marketing for the Performing Arts	10	3

## Pearson BTEC Level 3 Certificate in Performing Arts (Dance)

The Pearson BTEC Level 3 Certificate in Performing Arts (Dance) is 30 credits and has 180 guided learning hours. It consists of **one** mandatory unit **plus** optional units that provide for a combined total of 30 credits (where at least 23 credits must be at level 3 or above).

**The units for the BTEC qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).**

Pearson BTEC Level 3 Certificate in Performing Arts (Dance)			
Unit	Mandatory units	Credit	Level
38	Dance Performance	10	3
Unit	Optional units		
30	Singing Skills for Actors and Dancers	10	3
32	Developing Physical Theatre	10	3
33	Applying Physical Theatre	10	3
34	Circus Acrobatics	10	3
35	Circus Aerial	10	3
36	Circus Equilibratics	10	3
37	Circus Manipulation	10	3
39	Choreographic Principles	10	3
40	Choreographing Dance	10	3
41	Dance Improvisation	10	3
42	The Healthy Performer	10	3
43	Developing Classical Ballet Technique	10	3
44	Applying Classical Ballet Technique	10	3
45	Developing Contemporary Dance Technique	10	3
46	Applying Contemporary Dance Technique	10	3
47	Jazz Dance	10	3
48	Tap Dance	10	3
49	Developing Movement Skills	10	3
50	Movement in Performance	10	3
51	International Dance	10	3
52	Urban Dance	10	3
53	Exploring Contact Improvisation	10	3
54	Dance Appreciation	10	3
106	Marketing for the Performing Arts	10	3
101	Singing Techniques and Performance	10	3
102	Site-Specific Performance	10	3
104	Special Subject Investigation	10	3

## Pearson BTEC Level 3 Certificate in Performing Arts (Physical Theatre)

The Pearson BTEC Level 3 Certificate in Performing Arts (Physical Theatre) is 30 credits and has 180 guided learning hours. It consists of **one** mandatory unit **plus** optional units that provide for a combined total of 30 credits (where at least 23 credits must be at level 3 or above).

**The units for the BTEC qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).**

Pearson BTEC Level 3 Certificate in Performing Arts (Physical Theatre)			
Unit	Mandatory units	Credit	Level
32	Developing Physical Theatre	10	3
Unit	Optional units		
10	Theatre in Education	10	3
11	Theatre for Children	10	3
15	Variety Performance	10	3
16	Performing with Masks	10	3
21	Drama Improvisation	10	3
24	The Performance of Mime	10	3
28	Storytelling as Performance	10	3
31	Developing Styles in Clowning	10	3
33	Applying Physical Theatre	10	3
34	Circus Acrobatics	10	3
35	Circus Aerial	10	3
36	Circus Equilibratics	10	3
37	Circus Manipulation	10	3
49	Developing Movement Skills	10	3
50	Movement in Performance	10	3
55	Arts in the Community	10	3
89	Props Making	10	3
102	Site Specific Performance	10	3

## Pearson BTEC Level 3 Certificate in Performing Arts (Musical Theatre)

The Pearson BTEC Level 3 Certificate in Performing Arts (Musical Theatre) is 30 credits and has 180 guided learning hours. It consists of **one** mandatory unit **plus** optional units that provide for a combined total of 30 credits (where at least 23 credits must be at level 3 or above).

**The units for the BTEC qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).**

Edexcel BTEC Level 3 Certificate in Performing Arts (Musical Theatre)			
Unit	Mandatory units	Credit	Level
14	Musical Theatre Performance	10	3
Unit	Optional units		
9	Devising Plays	10	3
12	Classical Theatre Performance	10	3
13	Contemporary Theatre Performance	10	3
15	Variety Performance	10	3
17	Developing Voice for the Actor	10	3
18	Auditions for Actors	10	3
19	Principles of Acting	10	3
20	Applying Acting Styles	10	3
21	Drama Improvisation	10	3
23	Film and TV Acting	10	3
24	The Performance of Mime	10	3
25	The Practice of Directing for Theatre	10	3
26	Approaches to Directing for Theatre	10	3
27	Script Writing	10	3
28	Storytelling as Performance	10	3
29	Stand-up Comic Technique	10	3
30	Singing Skills for Actors and Dancers	10	3
38	Dance Performance	10	3
39	Choreographic Principles	10	3
40	Choreographing Dance	10	3
41	Dance Improvisation	10	3
42	The Healthy Performer	10	3
43	Developing Classic Ballet Technique	10	3
44	Applying Classical Ballet Technique	10	3
45	Developing Contemporary Dance Technique	10	3
46	Applying Contemporary Dance Technique	10	3
47	Jazz Dance	10	3
48	Tap Dance	10	3
49	Developing Movement Skills	10	3
50	Movement in Performance	10	3
51	International Dance	10	3
52	Urban Dance	10	3



<b>Edexcel BTEC Level 3 Certificate in Performing Arts (Musical Theatre)</b>			
<b>Unit</b>	<b>Optional units</b> <i>continued</i>	<b>Credit</b>	<b>Level</b>
53	Exploring Contact Improvisation	<b>10</b>	<b>3</b>
54	Dance Appreciation	<b>10</b>	<b>3</b>
101	Singing Techniques and Performance	<b>10</b>	<b>3</b>
103	Voice and the Actor	<b>10</b>	<b>3</b>

## Pearson BTEC Level 3 Subsidiary Diploma in Performing Arts

The Pearson BTEC Level 3 Subsidiary Diploma in Performing Arts is 60 credits and has 360 guided learning hours. It consists of **one** mandatory unit **plus** optional units that provide for a combined total of 60 credits (where at least 45 credits must be at level 3 or above).

**The units for the BTEC qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).**

Pearson BTEC Level 3 Subsidiary Diploma in Performing Arts			
Unit	Mandatory units	Credit	Level
7	Performing to an Audience	10	3
Unit	Optional units		
9	Devising Plays	10	3
10	Theatre in Education	10	3
11	Theatre for Children	10	3
12	Classical Theatre Performance	10	3
13	Contemporary Theatre Performance	10	3
14	Musical Theatre Performance	10	3
15	Variety Performance	10	3
16	Performing with Masks	10	3
17	Developing Voice for the Actor	10	3
18	Auditions for Actors	10	3
19	Principles of Acting	10	3
20	Applying Acting Styles	10	3
21	Drama Improvisation	10	3
22	Audio Performance Acting	10	3
23	Film and TV Acting	10	3
24	The Performance of Mime	10	3
25	The Practice of Directing for Theatre	10	3
26	Approaches to Directing for Theatre	10	3
27	Script Writing	10	3
28	Storytelling as Performance	10	3
29	Stand-up Comic Technique	10	3
30	Singing Skills for Actors and Dancers	10	3
31	Developing Styles in Clowning	10	3
32	Developing Physical Theatre	10	3
33	Applying Physical Theatre	10	3
34	Circus Acrobatics	10	3
35	Circus Aerial	10	3
36	Circus Equilibratics	10	3
37	Circus Manipulation	10	3
38	Dance Performance	10	3
39	Choreographic Principles	10	3
40	Choreographing Dance	10	3

<b>Pearson BTEC Level 3 Subsidiary Diploma in Performing Arts</b>			
<b>Unit</b>	<b>Optional units</b> <i>continued</i>	<b>Credit</b>	<b>Level</b>
41	Dance Improvisation	<b>10</b>	<b>3</b>
42	The Healthy Performer	<b>10</b>	<b>3</b>
43	Developing Classic Ballet Technique	<b>10</b>	<b>3</b>
44	Applying Classical Ballet Technique	<b>10</b>	<b>3</b>
45	Developing Contemporary Dance Technique	<b>10</b>	<b>3</b>
46	Applying Contemporary Dance Technique	<b>10</b>	<b>3</b>
47	Jazz Dance	<b>10</b>	<b>3</b>
48	Tap Dance	<b>10</b>	<b>3</b>
49	Developing Movement Skills	<b>10</b>	<b>3</b>
50	Movement in Performance	<b>10</b>	<b>3</b>
51	International Dance	<b>10</b>	<b>3</b>
52	Urban Dance	<b>10</b>	<b>3</b>
53	Exploring Contact Improvisation	<b>10</b>	<b>3</b>
54	Dance Appreciation	<b>10</b>	<b>3</b>
101	Singing Techniques and Performance	<b>10</b>	<b>3</b>
102	Site-Specific Performance	<b>10</b>	<b>3</b>
103	Voice and the Actor	<b>10</b>	<b>3</b>
104	Special Subject Investigation	<b>10</b>	<b>3</b>

## Pearson BTEC Level 3 Subsidiary Diploma in Performing Arts (Acting)

The Pearson BTEC Level 3 Subsidiary Diploma in Performing Arts (Acting) is 60 credits and has 360 guided learning hours. It consists of **two** mandatory units **plus** optional units that provide for a combined total of 60 credits (where at least 45 credits must be at level 3 or above).

**The units for the BTEC qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).**

Pearson BTEC Level 3 Subsidiary Diploma in Performing Arts (Acting)			
Unit	Mandatory units	Credit	Level
7	Performing to an Audience	10	3
19	Principles of Acting	10	3
Unit	Optional units		
9	Devising Plays	10	3
10	Theatre in Education	10	3
11	Theatre for Children	10	3
12	Classical Theatre Performance	10	3
13	Contemporary Theatre Performance	10	3
14	Musical Theatre Performance	10	3
15	Variety Performance	10	3
16	Performing with Masks	10	3
17	Developing Voice for the Actor	10	3
18	Auditions for Actors	10	3
20	Applying Acting Styles	10	3
21	Drama Improvisation	10	3
22	Audio Performance Acting	10	3
23	Film and TV Acting	10	3
24	The Performance of Mime	10	3
25	The Practice of Directing for Theatre	10	3
26	Approaches to Directing for Theatre	10	3
27	Script Writing	10	3
28	Storytelling as Performance	10	3
29	Stand-up Comic Technique	10	3
30	Singing Skills for Actors and Dancers	10	3
31	Developing Styles in Clowning	10	3
32	Developing Physical Theatre	10	3
33	Applying Physical Theatre	10	3
42	The Healthy Performer	10	3
49	Developing Movement Skills	10	3
50	Movement in Performance	10	3
101	Singing Techniques and Performance	10	3
102	Site-Specific Performance	10	3
103	Voice and the Actor	10	3
104	Special Subject Investigation	10	3
106	Marketing for the Performing Arts	10	3

## Pearson BTEC Level 3 Subsidiary Diploma in Performing Arts (Dance)

The Pearson BTEC Level 3 Subsidiary Diploma in Performing Arts (Dance) is 60 credit and has 360 guided learning hours. It consists of **two** mandatory units **plus** optional units that provide for a combined total of 60 credits (where at least 45 credits must be at level 3 or above).

**The units for the BTEC qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).**

Pearson BTEC Level 3 Subsidiary Diploma in Performing Arts (Dance)			
Unit	Mandatory units	Credit	Level
7	Performing to an Audience	10	3
38	Dance Performance	10	3
Unit	Optional units		
30	Singing Skills for Actors and Dancers	10	3
32	Developing Physical Theatre	10	3
33	Applying Physical Theatre	10	3
34	Circus Acrobatics	10	3
35	Circus Aerial	10	3
36	Circus Equilibratics	10	3
37	Circus Manipulation	10	3
39	Choreographic Principles	10	3
40	Choreographing Dance	10	3
41	Dance Improvisation	10	3
42	The Healthy Performer	10	3
43	Developing Classic Ballet Technique	10	3
44	Applying Classical Ballet Technique	10	3
45	Developing Contemporary Dance Technique	10	3
46	Applying Contemporary Dance Technique	10	3
47	Jazz Dance	10	3
48	Tap Dance	10	3
49	Developing Movement Skills	10	3
50	Movement in Performance	10	3
51	International Dance	10	3
52	Urban Dance	10	3
53	Exploring Contact Improvisation	10	3
54	Dance Appreciation	10	3
101	Singing Techniques and Performance	10	3
102	Site-Specific Performance	10	3
104	Special Subject Investigation	10	3
106	Marketing for the Performing Arts	10	3

## Pearson BTEC Level 3 Subsidiary Diploma in Performing Arts (Physical Theatre)

The Pearson BTEC Level 3 Subsidiary Diploma in Performing Arts (Physical Theatre) is 60 credits and has 360 guided learning hours. It consists of **two** mandatory units **plus** optional units that provide for a combined total of 60 credits (where at least 45 credits must be at level 3 or above).

**The units for the BTEC qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).**

Pearson BTEC Level 3 Subsidiary Diploma in Performing Arts (Physical Theatre)			
Unit	Mandatory units	Credit	Level
7	Performing to an Audience	10	3
32	Developing Physical Theatre	10	3
Unit	Optional units		
10	Theatre in Education	10	3
11	Theatre for Children	10	3
14	Musical Theatre Performance	10	3
15	Variety Performance	10	3
16	Performing with Masks	10	3
21	Drama Improvisation	10	3
24	The Performance of Mime	10	3
28	Storytelling as Performance	10	3
31	Developing Styles in Clowning	10	3
33	Applying Physical Theatre	10	3
34	Circus Acrobatics	10	3
35	Circus Aerial	10	3
36	Circus Equilibratics	10	3
37	Circus Manipulation	10	3
49	Developing Movement Skills	10	3
50	Movement in Performance	10	3
55	Arts in the Community	10	3
89	Props Making	10	3

## Pearson BTEC Level 3 Subsidiary Diploma in Performing Arts (Musical Theatre)

The Pearson BTEC Level 3 Subsidiary Diploma in Performing Arts (Musical Theatre) is 60 credit and has 360 guided learning hours. It consists of **two** mandatory units **plus** optional units that provide for a combined total of 60 credits (where at least 45 credits must be at level 3 or above).

**The units for the BTEC qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).**

Pearson BTEC Level 3 Subsidiary Diploma in Performing Arts (Musical Theatre)			
Unit	Mandatory units	Credit	Level
7	Performing to an Audience	10	3
14	Musical Theatre Performance	10	3
Unit	Optional units		
9	Devising Plays	10	3
12	Classical Theatre Performance	10	3
13	Contemporary Theatre Performance	10	3
15	Variety Performance	10	3
17	Developing Voice for the Actor	10	3
18	Auditions for Actors	10	3
19	Principles of Acting	10	3
20	Applying Acting Styles	10	3
21	Drama Improvisation	10	3
23	Film and TV Acting	10	3
24	The Performance of Mime	10	3
25	The Practice of Directing for Theatre	10	3
26	Approaches to Directing for Theatre	10	3
27	Script Writing	10	3
28	Storytelling as Performance	10	3
29	Stand-up Comic Technique	10	3
30	Singing Skills for Actors and Dancers	10	3
38	Dance Performance	10	3
39	Choreographic Principles	10	3
40	Choreographing Dance	10	3
41	Dance Improvisation	10	3
42	The Healthy Performer	10	3
43	Developing Classic Ballet Technique	10	3
44	Applying Classical Ballet Technique	10	3
45	Developing Contemporary Dance Technique	10	3
46	Applying Contemporary Dance Technique	10	3
47	Jazz Dance	10	3
48	Tap Dance	10	3
49	Developing Movement Skills	10	3
50	Movement in Performance	10	3

<b>Pearson BTEC Level 3 Subsidiary Diploma in Performing Arts (Musical Theatre)</b>			
<b>Unit</b>	<b>Optional units</b> <i>continued</i>	<b>Credit</b>	<b>Level</b>
51	International Dance	<b>10</b>	<b>3</b>
52	Urban Dance	<b>10</b>	<b>3</b>
53	Exploring Contact Improvisation	<b>10</b>	<b>3</b>
54	Dance Appreciation	<b>10</b>	<b>3</b>
101	Singing Techniques and Performance	<b>10</b>	<b>3</b>
103	Voice and the Actor	<b>10</b>	<b>3</b>



## Pearson BTEC Level 3 90-credit Diploma in Performing Arts

The Pearson BTEC Level 3 90-credit Diploma in Performing Arts is 90 credits and has 540 guided learning hours. It consists of **two** mandatory units **plus** optional units that provide for a combined total of 90 credits.

**The units for the BTEC qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).**

Pearson BTEC Level 3 90-credit Diploma in Performing Arts			
Unit	Mandatory units	Credit	Level
1	Performance Workshop	10	3
7	Performing to an Audience	10	3
Unit	Optional units		
3	Performing Arts Business	10	3
4	Historical Context of Performance	10	3
5	Rehearsing for Performance	20	3
9	Devising Plays	10	3
10	Theatre in Education	10	3
11	Theatre for Children	10	3
12	Classical Theatre Performance	10	3
13	Contemporary Theatre Performance	10	3
14	Musical Theatre Performance	10	3
15	Variety Performance	10	3
16	Performing with Masks	10	3
17	Developing Voice for the Actor	10	3
18	Auditions for Actors	10	3
19	Principles of Acting	10	3
20	Applying Acting Styles	10	3
21	Drama Improvisation	10	3
22	Audio Performance Acting	10	3
23	Film and TV Acting	10	3
24	The Performance of Mime	10	3
25	The Practice of Directing for Theatre	10	3
26	Approaches to Directing for Theatre	10	3
27	Script Writing	10	3
28	Storytelling as Performance	10	3
29	Stand-up Comic Technique	10	3
30	Singing Skills for Actors and Dancers	10	3
31	Developing Styles in Clowning	10	3
32	Developing Physical Theatre	10	3
33	Applying Physical Theatre	10	3
34	Circus Acrobatics	10	3
35	Circus Aerial	10	3
36	Circus Equilibratics	10	3

Pearson BTEC Level 3 90-credit Diploma in Performing Arts			
Unit	Optional units <i>continued</i>	Credit	Level
37	Circus Manipulation	10	3
38	Dance Performance	10	3
39	Choreographic Principles	10	3
40	Choreographing Dance	10	3
41	Dance Improvisation	10	3
42	The Healthy Performer	10	3
43	Developing Classical Ballet Technique	10	3
44	Applying Classical Ballet Techniques	10	3
45	Developing Contemporary Dance Technique	10	3
46	Applying Contemporary Dance Technique	10	3
47	Jazz Dance	10	3
48	Tap Dance	10	3
49	Developing Movement Skills	10	3
50	Movement in Performance	10	3
51	International Dance	10	3
52	Urban Dance	10	3
53	Exploring Contact Improvisation	10	3
54	Dance Appreciation	10	3
74	Working Freelance in the Performing and Production Arts	10	3
75	Legal Aspects in Performing and Production Arts	10	3
101	Singing Techniques and Performance	10	3
102	Site-Specific Performance	10	3
103	Voice and the Actor	10	3
104	Special Subject Investigation	10	3

## Pearson BTEC Level 3 90-credit Diploma in Performing Arts (Acting)

The Pearson BTEC Level 3 90-credit Diploma in Performing Arts (Acting) is 90 credits and has 540 guided learning hours. It consists of **three** mandatory units **plus** optional units that provide for a combined total of 90 credits.

**The units for the BTEC qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).**

Pearson BTEC Level 3 90-credit Diploma in Performing Arts (Acting)			
Unit	Mandatory units	Credit	Level
1	Performance Workshop	10	3
7	Performing to an Audience	10	3
19	Principles of Acting	10	3
Unit	Optional units		
3	Performing Arts Business	10	3
4	Historical Context of Performance	10	3
5	Rehearsing for Performance	20	3
9	Devising Plays	10	3
10	Theatre in Education	10	3
11	Theatre for Children	10	3
12	Classical Theatre Performance	10	3
13	Contemporary Theatre Performance	10	3
14	Musical Theatre Performance	10	3
15	Variety Performance	10	3
16	Performing with Masks	10	3
17	Developing Voice for the Actor	10	3
18	Auditions for Actors	10	3
19	Principles of Acting	10	3
20	Applying Acting Styles	10	3
21	Drama Improvisation	10	3
22	Audio Performance Acting	10	3
23	Film and TV Acting	10	3
24	The Performance of Mime	10	3
25	The Practice of Directing for Theatre	10	3
26	Approaches to Directing for Theatre	10	3
27	Script Writing	10	3
28	Storytelling as Performance	10	3
29	Stand-up Comic Technique	10	3
30	Singing Skills for Actors and Dancers	10	3
31	Developing Styles in Clowning	10	3
32	Developing Physical Theatre	10	3
33	Applying Physical Theatre	10	3
42	The Healthy Performer	10	3
49	Developing Movement Skills	10	3

<b>Pearson BTEC Level 3 90-credit Diploma in Performing Arts (Acting)</b>			
<b>Unit</b>	<b>Optional units</b> <i>continued</i>	<b>Credit</b>	<b>Level</b>
50	Movement in Performance	<b>10</b>	<b>3</b>
101	Singing Techniques and Performance	<b>10</b>	<b>3</b>
102	Site-Specific Performance	<b>10</b>	<b>3</b>
103	Voice and the Actor	<b>10</b>	<b>3</b>
104	Special Subject Investigation	<b>10</b>	<b>3</b>
106	Marketing for the Performing Arts	<b>10</b>	<b>3</b>

## Pearson BTEC Level 3 90-credit Diploma in Performing Arts (Dance)

The Pearson BTEC Level 3 90-credit Diploma in Performing Arts (Dance) is 90 credit and has 540 guided learning hours. It consists of **three** mandatory units **plus** optional units that provide for a combined total of 90 credits.

**The units for the BTEC qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).**

Pearson BTEC Level 3 90-credit Diploma in Performing Arts (Dance)			
Unit	Mandatory units	Credit	Level
1	Performance Workshop	10	3
7	Performing to an Audience	10	3
38	Dance Performance	10	3
Unit	Optional units		
3	Performing Arts Business	10	3
4	Historical Context of Performance	10	3
30	Singing Skills for Actors and Dancers	10	3
32	Developing Physical Theatre	10	3
33	Applying Physical Theatre	10	3
34	Circus Acrobatics	10	3
35	Circus Aerial	10	3
36	Circus Equilibratics	10	3
37	Circus Manipulation	10	3
38	Dance Performance	10	3
39	Choreographic Principles	10	3
40	Choreographing Dance	10	3
41	Dance Improvisation	10	3
42	The Healthy Performer	10	3
43	Developing Classic Ballet Technique	10	3
44	Applying Classical Ballet Technique	10	3
45	Developing Contemporary Dance Technique	10	3
46	Applying Contemporary Dance Technique	10	3
47	Jazz Dance	10	3
48	Tap Dance	10	3
49	Developing Movement Skills	10	3
50	Movement in Performance	10	3
51	International Dance	10	3
52	Urban Dance	10	3
53	Exploring Contact Improvisation	10	3
54	Dance Appreciation	10	3
101	Singing Techniques and Performance	10	3
102	Site-Specific Performance	10	3
104	Special Subject Investigation	10	3
106	Marketing for the Performing Arts	10	3

## Pearson BTEC Level 3 90-credit Diploma in Performing Arts (Musical Theatre)

The Pearson BTEC Level 3 90-credit Diploma in Performing Arts (Musical Theatre) is 90 credits and has 540 guided learning hours. It consists of **three** mandatory units **plus** optional units that provide for a combined total of 90 credits.

**The units for the BTEC qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).**

Pearson BTEC Level 3 90-credit Diploma in Performing Arts (Musical Theatre)			
Unit	Mandatory units	Credit	Level
1	Performance Workshop	10	3
7	Performing to an Audience	10	3
14	Musical Theatre Performance	10	3
Unit	Optional units		
3	Performing Arts Business	10	3
4	Historical Context of Performance	10	3
9	Devising Plays	10	3
12	Classical Theatre Performance	10	3
13	Contemporary Theatre Performance	10	3
15	Variety Performance	10	3
17	Developing Voice for the Actor	10	3
18	Auditions for Actors	10	3
19	Principles of Acting	10	3
20	Applying Acting Styles	10	3
21	Drama Improvisation	10	3
23	Film and TV Acting	10	3
24	The Performance of Mime	10	3
25	The Practice of Directing for Theatre	10	3
26	Approaches to Directing for Theatre	10	3
27	Script Writing	10	3
28	Storytelling as Performance	10	3
29	Stand-up Comic Technique	10	3
30	Singing Skills for Actors and Dancers	10	3
38	Dance Performance	10	3
39	Choreographic Principles	10	3
40	Choreographing Dance	10	3
41	Dance Improvisation	10	3
42	The Healthy Performer	10	3
43	Developing Classic Ballet Technique	10	3
44	Applying Classical Ballet Technique	10	3
45	Developing Contemporary Dance Technique	10	3
46	Applying Contemporary Dance Technique	10	3
47	Jazz Dance	10	3
48	Tap Dance	10	3

<b>Pearson BTEC Level 3 90-credit Diploma in Performing Arts (Musical Theatre)</b>			
<b>Unit</b>	<b>Optional units</b> <i>continued</i>	<b>Credit</b>	<b>Level</b>
49	Developing Movement Skills	<b>10</b>	<b>3</b>
50	Movement in Performance	<b>10</b>	<b>3</b>
51	International Dance	<b>10</b>	<b>3</b>
52	Urban Dance	<b>10</b>	<b>3</b>
53	Exploring Contact Improvisation	<b>10</b>	<b>3</b>
54	Dance Appreciation	<b>10</b>	<b>3</b>
101	Singing Techniques and Performance	<b>10</b>	<b>3</b>
103	Voice and the Actor	<b>10</b>	<b>3</b>

## Pearson BTEC Level 3 Diploma in Performing Arts

The Pearson BTEC Level 3 Diploma in Performing Arts is 120 credits and has 720 guided learning hours. It consists of **three** mandatory units **plus** optional units that provide for a combined total of 120 credits (where at least 90 credits must be at level 3 or above).

**The units for the BTEC qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).**

Pearson BTEC Level 3 Diploma in Performing Arts			
Unit	Mandatory units	Credit	Level
1	Performance Workshop	10	3
3	Performing Arts Business	10	3
7	Performing to an Audience	10	3
Unit	Optional units		
5	Rehearsing for Performance	20	3
9	Devising Plays	10	3
10	Theatre in Education	10	3
11	Theatre for Children	10	3
12	Classical Theatre Performance	10	3
13	Contemporary Theatre Performance	10	3
14	Musical Theatre Performance	10	3
15	Variety Performance	10	3
17	Developing Voice for the Actor	10	3
18	Auditions for Actors	10	3
19	Principles of Acting	10	3
20	Applying Acting Styles	10	3
21	Drama Improvisation	10	3
22	Audio Performance Acting	10	3
23	Film and TV Acting	10	3
24	The Performance of Mime	10	3
25	The Practice of Directing for Theatre	10	3
26	Approaches to Directing for Theatre	10	3
27	Script Writing	10	3
28	Storytelling as Performance	10	3
29	Stand-up Comic Technique	10	3
30	Singing Skills for Actors and Dancers	10	3
31	Developing Styles in Clowning	10	3
32	Developing Physical Theatre	10	3
33	Applying Physical Theatre	10	3
34	Circus Acrobatics	10	3
35	Circus Aerial	10	3
36	Circus Equilibratics	10	3
37	Circus Manipulation	10	3
38	Dance Performance	10	3



<b>Pearson BTEC Level 3 Diploma in Performing Arts</b>			
<b>Unit</b>	<b>Optional units</b> <i>continued</i>	<b>Credit</b>	<b>Level</b>
39	Choreographic Principles	<b>10</b>	<b>3</b>
40	Choreographing Dance	<b>10</b>	<b>3</b>
41	Dance Improvisation	<b>10</b>	<b>3</b>
42	The Healthy Performer	<b>10</b>	<b>3</b>
43	Developing Classic Ballet Technique	<b>10</b>	<b>3</b>
44	Applying Classical Ballet Technique	<b>10</b>	<b>3</b>
45	Developing Contemporary Dance Technique	<b>10</b>	<b>3</b>
46	Applying Contemporary Dance Technique	<b>10</b>	<b>3</b>
47	Jazz Dance	<b>10</b>	<b>3</b>
48	Tap Dance	<b>10</b>	<b>3</b>
49	Developing Movement Skills	<b>10</b>	<b>3</b>
50	Movement in Performance	<b>10</b>	<b>3</b>
51	International Dance	<b>10</b>	<b>3</b>
52	Urban Dance	<b>10</b>	<b>3</b>
53	Exploring Contact Improvisation	<b>10</b>	<b>3</b>
54	Dance Appreciation	<b>10</b>	<b>3</b>
74	Working Freelance in the Performing and Production Arts	<b>10</b>	<b>3</b>
75	Legal Aspects in Performing and Production Arts	<b>10</b>	<b>3</b>
101	Singing Techniques and Performance	<b>10</b>	<b>3</b>
102	Site-Specific Performance	<b>10</b>	<b>3</b>
103	Voice and the Actor	<b>10</b>	<b>3</b>
104	Special Subject Investigation	<b>10</b>	<b>3</b>
4	Historical Context of Performance	<b>10</b>	<b>3</b>

## Pearson BTEC Level 3 Diploma in Performing Arts (Acting)

The Pearson BTEC Level 3 Diploma in Performing Arts (Acting) is 120 credits and has 720 guided learning hours. It consists of **four** mandatory units **plus** optional units that provide for a combined total of 120 credits (where at least 90 credits must be at level 3 or above).

**The units for the BTEC qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).**

Pearson BTEC Level 3 Diploma in Performing Arts (Acting)			
Unit	Mandatory units	Credit	Level
1	Performance Workshop	10	3
3	Performing Arts Business	10	3
7	Performing to an Audience	10	3
19	Principles of Acting	10	3
Unit	Optional units		
5	Rehearsing for Performance	20	3
9	Devising Plays	10	3
10	Theatre in Education	10	3
11	Theatre for Children	10	3
12	Classical Theatre Performance	10	3
13	Contemporary Theatre Performance	10	3
14	Musical Theatre Performance	10	3
15	Variety Performance	10	3
16	Performing with Masks	10	3
17	Developing Voice for the Actor	10	3
18	Auditions for Actors	10	3
20	Applying Acting Styles	10	3
21	Drama Improvisation	10	3
22	Audio Performance Acting	10	3
23	Film and TV Acting	10	3
24	The Performance of Mime	10	3
25	The Practice of Directing for Theatre	10	3
26	Approaches to Directing for Theatre	10	3
27	Script Writing	10	3
28	Storytelling as Performance	10	3
29	Stand-up Comic Technique	10	3
30	Singing Skills for Actors and Dancers	10	3
31	Developing Styles in Clowning	10	3
32	Developing Physical Theatre	10	3
33	Applying Physical Theatre	10	3
42	The Healthy Performer	10	3
49	Developing Movement Skills	10	3
50	Movement in Performance	10	3
101	Singing Techniques and Performance	10	3

<b>Pearson BTEC Level 3 Diploma in Performing Arts (Acting)</b>			
<b>Unit</b>	<b>Optional units</b> <i>continued</i>	<b>Credit</b>	<b>Level</b>
I02	Site-Specific Performance	<b>10</b>	<b>3</b>
I03	Voice and the Actor	<b>10</b>	<b>3</b>
I04	Special Subject Investigation	<b>10</b>	<b>3</b>
I06	Marketing for the Performing Arts	<b>10</b>	<b>3</b>
4	Historical Context of Performance	<b>10</b>	<b>3</b>

## Pearson BTEC Level 3 Diploma in Performing Arts (Dance)

The Pearson BTEC Level 3 Diploma in Performing Arts (Dance) is 120 credits and has 720 guided learning hours. It consists of **four** mandatory units **plus** optional units that provide for a combined total of 120 credits (where at least 90 credits must be at level 3 or above).

**The units for the BTEC qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).**

Pearson BTEC Level 3 Diploma in Performing Arts (Dance)			
Unit	Mandatory units	Credit	Level
1	Performance Workshop	10	3
3	Performing Arts Business	10	3
7	Performing to an Audience	10	3
38	Dance Performance	10	3
Unit	Optional units		
30	Singing Skills for Actors and Dancers	10	3
32	Developing Physical Theatre	10	3
33	Applying Physical Theatre	10	3
34	Circus Acrobatics	10	3
35	Circus Aerial	10	3
36	Circus Equilibratics	10	3
37	Circus Manipulation	10	3
39	Choreographic Principles	10	3
40	Choreographing Dance	10	3
41	Dance Improvisation	10	3
42	The Healthy Performer	10	3
43	Developing Classic Ballet Technique	10	3
44	Applying Classical Ballet Technique	10	3
45	Developing Contemporary Dance Technique	10	3
46	Applying Contemporary Dance Technique	10	3
47	Jazz Dance	10	3
48	Tap Dance	10	3
49	Developing Movement Skills	10	3
50	Movement in Performance	10	3
51	International Dance	10	3
52	Urban Dance	10	3
53	Exploring Contact Improvisation	10	3
54	Dance Appreciation	10	3
101	Singing Techniques and Performance	10	3
102	Site-Specific Performance	10	3
104	Special Subject Investigation	10	3
106	Marketing for the Performing Arts	10	3
5	Rehearsing for Performance	20	3
4	Historical Context of Performance	10	3

## Pearson BTEC Level 3 Diploma in Performing Arts (Musical Theatre)

The Pearson BTEC Level 3 Diploma in Performing Arts (Musical Theatre) is 120 credits and has 720 guided learning hours. It consists of **four** mandatory units **plus** optional units that provide for a combined total of 120 credits (where at least 90 credits must be at level 3 or above).

**The units for the BTEC qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).**

Pearson BTEC Level 3 Diploma in Performing Arts (Musical Theatre)			
Unit	Mandatory units	Credit	Level
1	Performance Workshop	10	3
3	Performing Arts Business	10	3
7	Performing to an Audience	10	3
14	Musical Theatre Performance	10	3
Unit	Optional units		
9	Devising Plays	10	3
12	Classical Theatre Performance	10	3
13	Contemporary Theatre Performance	10	3
15	Variety Performance	10	3
17	Developing Voice for the Actor	10	3
18	Auditions for Actors	10	3
19	Principles of Acting	10	3
20	Applying Acting Styles	10	3
21	Drama Improvisation	10	3
23	Film and TV Acting	10	3
24	The Performance of Mime	10	3
25	The Practice of Directing for Theatre	10	3
26	Approaches to Directing for Theatre	10	3
27	Script Writing	10	3
28	Storytelling as Performance	10	3
29	Stand-up Comic Technique	10	3
30	Singing Skills for Actors and Dancers	10	3
38	Dance Performance	10	3
39	Choreographic Principles	10	3
40	Choreographing Dance	10	3
41	Dance Improvisation	10	3
42	The Healthy Performer	10	3
43	Developing Classic Ballet Technique	10	3
44	Applying Classical Ballet Technique	10	3
45	Developing Contemporary Dance Technique	10	3
46	Applying Contemporary Dance Technique	10	3
47	Jazz Dance	10	3
48	Tap Dance	10	3
49	Developing Movement Skills	10	3

<b>Pearson BTEC Level 3 Diploma in Performing Arts (Musical Theatre)</b>			
<b>Unit</b>	<b>Optional units</b> <i>continued</i>	<b>Credit</b>	<b>Level</b>
50	Movement in Performance	<b>10</b>	<b>3</b>
51	International Dance	<b>10</b>	<b>3</b>
52	Urban Dance	<b>10</b>	<b>3</b>
53	Exploring Contact Improvisation	<b>10</b>	<b>3</b>
54	Dance Appreciation	<b>10</b>	<b>3</b>
101	Singing Techniques and Performance	<b>10</b>	<b>3</b>
103	Voice and the Actor	<b>10</b>	<b>3</b>
5	Rehearsing for Performance	<b>20</b>	<b>3</b>
4	Historical Context of Performance	<b>10</b>	<b>3</b>
11	Theatre for Children	<b>10</b>	<b>3</b>

## Pearson BTEC Level 3 Extended Diploma in Performing Arts

The Pearson BTEC Level 3 Extended Diploma in Performing Arts is 180 credits and has 1080 guided learning hours. It consists of **five** mandatory units **plus** optional units that provide for a combined total of 180 credits (where at least 135 credits must be at level 3 or above).

**The units for the BTEC qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).**

Pearson BTEC Level 3 Extended Diploma in Performing Arts			
Unit	Mandatory units	Credit	Level
1	Performance Workshop	10	3
3	Performing Arts Business	10	3
4	Historical Context of Performance	10	3
5	Rehearsing for Performance	20	3
7	Performing to an Audience	10	3
Unit	Optional units		
9	Devising Plays	10	3
10	Theatre in Education	10	3
11	Theatre for Children	10	3
12	Classical Theatre Performance	10	3
13	Contemporary Theatre Performance	10	3
14	Musical Theatre Performance	10	3
15	Variety Performance	10	3
16	Performing with Masks	10	3
17	Developing Voice for the Actor	10	3
18	Auditions for Actors	10	3
19	Principles of Acting	10	3
20	Applying Acting Styles	10	3
21	Drama Improvisation	10	3
22	Audio Performance Acting	10	3
23	Film and TV Acting	10	3
24	The Performance of Mime	10	3
25	The Practice of Directing for Theatre	10	3
26	Approaches to Directing for Theatre	10	3
27	Script Writing	10	3
28	Storytelling as Performance	10	3
29	Stand-up Comic Technique	10	3
30	Singing Skills for Actors and Dancers	10	3
31	Developing Styles in Clowning	10	3
32	Developing Physical Theatre	10	3
33	Applying Physical Theatre	10	3
34	Circus Acrobatics	10	3
35	Circus Aerial	10	3
36	Circus Equilibratics	10	3

Pearson BTEC Level 3 Extended Diploma in Performing Arts			
Unit	Optional units <i>continued</i>	Credit	Level
37	Circus Manipulation	10	3
38	Dance Performance	10	3
39	Choreographic Principles	10	3
40	Choreographing Dance	10	3
41	Dance Improvisation	10	3
42	The Healthy Performer	10	3
43	Developing Classic Ballet Technique	10	3
44	Applying Classical Ballet Technique	10	3
45	Developing Contemporary Dance Technique	10	3
46	Applying Contemporary Dance Technique	10	3
47	Jazz Dance	10	3
48	Tap Dance	10	3
49	Developing Movement Skills	10	3
50	Movement in Performance	10	3
51	International Dance	10	3
52	Urban Dance	10	3
53	Exploring Contact Improvisation	10	3
54	Dance Appreciation	10	3
55	Arts in the Community	10	3
74	Working Freelance in the Performing and Production Arts	10	3
75	Legal Aspects in Performing and Production Arts	10	3
101	Singing Techniques and Performance	10	3
102	Site-Specific Performance	10	3
103	Voice and the Actor	10	3
104	Special Subject Investigation	10	3



## Pearson BTEC Level 3 Extended Diploma in Performing Arts (Acting)

The Pearson BTEC Level 3 Extended Diploma in Performing Arts (Acting) is 180 credits and has 1080 guided learning hours. It consists of **six** mandatory units **plus** optional units that provide for a combined total of 180 credits (where at least 135 credits must be at level 3 or above).

**The units for the BTEC qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).**

Pearson BTEC Level 3 Extended Diploma in Performing Arts (Acting)			
Unit	Mandatory units	Credit	Level
1	Performance Workshop	10	3
3	Performing Arts Business	10	3
4	The Historical Context of Performance	10	3
5	Rehearsing for Performance	20	3
7	Performing to an Audience	10	3
19	Principles of Acting	10	3
Unit	Optional units		
9	Devising Plays	10	3
10	Theatre in Education	10	3
11	Theatre for Children	10	3
12	Classical Theatre Performance	10	3
13	Contemporary Theatre Performance	10	3
14	Musical Theatre Performance	10	3
15	Variety Performance	10	3
16	Performing with Masks	10	3
17	Developing Voice for the Actor	10	3
18	Auditions for Actors	10	3
20	Applying Acting Styles	10	3
21	Drama Improvisation	10	3
22	Audio Performance Acting	10	3
23	Film and TV Acting	10	3
24	The Performance of Mime	10	3
25	The Practice of Directing for Theatre	10	3
26	Approaches to Directing for Theatre	10	3
27	Script Writing	10	3
28	Storytelling as Performance	10	3
29	Stand-up Comic Technique	10	3
30	Singing Skills for Actors and Dancers	10	3
31	Developing Styles in Clowning	10	3
32	Developing Physical Theatre	10	3
33	Applying Physical Theatre	10	3
42	The Healthy Performer	10	3
49	Developing Movement Skills	10	3
50	Movement in Performance	10	3

Pearson BTEC Level 3 Extended Diploma in Performing Arts (Acting)			
Unit	Optional units <i>continued</i>	Credit	Level
55	Arts in the Community	10	3
74	Working Freelance in the Performing and Production Arts	10	3
75	Legal Aspects in Performing and Production Arts	10	3
101	Singing Techniques and Performance	10	3
102	Site-Specific Performance	10	3
103	Voice and the Actor	10	3
104	Special Subject Investigation	10	3
106	Marketing for the Performing Arts	10	3

## Pearson BTEC Level 3 Extended Diploma in Performing Arts (Dance)

The Pearson BTEC Level 3 Extended Diploma in Performing Arts (Dance) is 180 credits and has 1080 guided learning hours. It consists of **six** mandatory units **plus** optional units that provide for a combined total of 180 credits (where at least 135 credits must be at level 3 or above).

**The units for the BTEC qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).**

Pearson BTEC Level 3 Extended Diploma in Performing Arts (Dance)			
Unit	Mandatory units	Credit	Level
1	Performance Workshop	10	3
3	Performing Arts Business	10	3
4	The Historical Context of Performance	10	3
5	Rehearsing for Performance	20	3
7	Performing to an Audience	10	3
38	Dance Performance	10	3
Unit	Optional units		
30	Singing Skills for Actors and Dancers	10	3
32	Developing Physical Theatre	10	3
33	Applying Physical Theatre	10	3
34	Circus Acrobatics	10	3
35	Circus Aerial	10	3
36	Circus Equilibratics	10	3
37	Circus Manipulation	10	3
39	Choreographic Principles	10	3
40	Choreographing Dance	10	3
41	Dance Improvisation	10	3
42	The Healthy Performer	10	3
43	Developing Classic Ballet Technique	10	3
44	Applying Classical Ballet Technique	10	3
45	Developing Contemporary Dance Technique	10	3
46	Applying Contemporary Dance Technique	10	3
47	Jazz Dance	10	3
48	Tap Dance	10	3
49	Developing Movement Skills	10	3
50	Movement in Performance	10	3
51	International Dance	10	3
52	Urban Dance	10	3
53	Exploring Contact Improvisation	10	3
54	Dance Appreciation	10	3
55	Arts in the Community	10	3
74	Working Freelance in the Performing and Production Arts	10	3
75	Legal Aspects in Performing and Production Arts	10	3
101	Singing Techniques and Performance	10	3

Pearson BTEC Level 3 Extended Diploma in Performing Arts (Dance)			
Unit	Optional units <i>continued</i>	Credit	Level
I02	Site-Specific Performance	10	3
I04	Special Subject Investigation	10	3
I06	Marketing for the Performing Arts	10	3

## Pearson BTEC Level 3 Extended Diploma in Performing Arts (Musical Theatre)

The Pearson BTEC Level 3 Extended Diploma in Performing Arts (Musical Theatre) is 180 credits and has 1080 guided learning hours. It consists of **six** mandatory units **plus** optional units that provide for a combined total of 180 credits (where at least 135 credits must be at level 3 or above).

**The units for the BTEC qualifications in this specification are available on our website ([qualifications.pearson.com](http://qualifications.pearson.com)).**

Pearson BTEC Level 3 Extended Diploma in Performing Arts (Musical Theatre)			
Unit	Mandatory units	Credit	Level
1	Performance Workshop	10	3
3	Performing Arts Business	10	3
4	The Historical Context of Performance	10	3
5	Rehearsing for Performance	20	3
7	Performing to an Audience	10	3
14	Musical Theatre Performance	10	3
Unit	Optional units		
9	Devising Plays	10	3
12	Classical Theatre Performance	10	3
13	Contemporary Theatre Performance	10	3
15	Variety Performance	10	3
17	Developing Voice for the Actor	10	3
18	Auditions for Actors	10	3
19	Principles of Acting	10	3
20	Applying Acting Styles	10	3
21	Drama Improvisation	10	3
23	Film and TV Acting	10	3
24	The Performance of Mime	10	3
25	The Practice of Directing for Theatre	10	3
26	Approaches to Directing for Theatre	10	3
27	Script Writing	10	3
28	Storytelling as Performance	10	3
29	Stand-up Comic Technique	10	3
30	Singing Skills for Actors and Dancers	10	3
38	Dance Performance	10	3
39	Choreographic Principles	10	3
40	Choreographing Dance	10	3
41	Dance Improvisation	10	3
42	The Healthy Performer	10	3
43	Developing Classic Ballet Technique	10	3
44	Applying Classical Ballet Technique	10	3
45	Developing Contemporary Dance Technique	10	3
46	Applying Contemporary Dance Technique	10	3
47	Jazz Dance	10	3

<b>Pearson BTEC Level 3 Extended Diploma in Performing Arts (Musical Theatre)</b>			
<b>Unit</b>	<b>Optional units</b> <i>continued</i>	<b>Credit</b>	<b>Level</b>
48	Tap Dance	<b>10</b>	<b>3</b>
49	Developing Movement Skills	<b>10</b>	<b>3</b>
50	Movement in Performance	<b>10</b>	<b>3</b>
51	International Dance	<b>10</b>	<b>3</b>
52	Urban Dance	<b>10</b>	<b>3</b>
53	Exploring Contact Improvisation	<b>10</b>	<b>3</b>
54	Dance Appreciation	<b>10</b>	<b>3</b>
55	Arts in the Community	<b>10</b>	<b>3</b>
74	Working Freelance in the Performing and Production Arts	<b>10</b>	<b>3</b>
75	Legal Aspects in Performing and Production Arts	<b>10</b>	<b>3</b>
101	Singing Techniques and Performance	<b>10</b>	<b>3</b>
103	Voice and the Actor	<b>10</b>	<b>3</b>
106	Marketing for the Performing Arts	<b>10</b>	<b>3</b>

# Assessment and grading

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All units are internally assessed in the BTEC qualifications in this specification.

All assessment for the BTEC qualifications in this specification is criterion referenced, based on the achievement of specified learning outcomes. Each unit within the qualification has specified assessment and grading criteria which are to be used for grading purposes. A summative unit grade can be awarded at pass, merit or distinction:

- to achieve a 'pass' a learner must have satisfied **all** the pass assessment criteria
- to achieve a 'merit' a learner must additionally have satisfied **all** the merit grading criteria
- to achieve a 'distinction' a learner must additionally have satisfied **all** the distinction grading criteria.

Learners who complete the unit but who do not meet all the pass criteria are graded 'unclassified'.

## Grading domains

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The grading criteria are developed in relation to grading domains which are exemplified by a number of indicative characteristics at the level of the qualification.

There are four BTEC grading domains:

- application of knowledge and understanding
- development of practical and technical skills
- personal development for occupational roles
- application of generic skills.

Please refer to *Annexe B* which shows the merit and distinction indicative characteristics.

## Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the assessment and grading criteria and
- achieve the learning outcomes within the units.

All the assignments created by centres should be reliable and fit for purpose, and should build on the assessment and grading criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms and including, written reports, graphs and posters, along with projects, performance observation and time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment and grading criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities and work experience. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment and grading criteria must be clearly indicated in the fit-for-purpose assignments. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment and grading criteria.

When looking at the assessment and grading grids and designing assignments, centres are encouraged to identify common topics and themes.

The units include guidance on appropriate assessment methodology. A central feature of vocational assessment is that it allows for assessment to be:

- current, i.e. to reflect the most recent developments and issues
- local, i.e. to reflect the employment context of the delivering centre
- flexible to reflect learner needs, i.e. at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

## Calculation of the qualification grade

### Pass qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade (see *Rules of combination for Pearson BTEC Level 3 qualifications in this specification*).

### Qualification grades above pass grade

Learners will be awarded a merit or distinction or distinction\* qualification grade (or combination of these grades appropriate to the qualification) by the aggregation of points gained through the successful achievement of individual units. The number of points available is dependent on the unit level and grade achieved, and the credit size of the unit (as shown in the *points available for credits achieved at different levels and unit grades* below).

### Points available for credits achieved at different Levels and unit grades

The table below shows the **number of points scored per credit** at the unit level and grade.

Unit level	Points per credit		
	Pass	Merit	Distinction
Level 2	5	6	7
<b>Level 3</b>	<b>7</b>	<b>8</b>	<b>9</b>
Level 4	9	10	11

Learners who achieve the correct number of points within the ranges shown in the 'qualification grade' table will achieve the qualification merit or distinction or distinction\* grade (or combinations of these grades appropriate to the qualification).



## Qualification grade

### BTEC Level 3 Certificate

Points range above pass grade	Grade	
230-249	Merit	M
250-259	Distinction	D
260 and above	Distinction*	D*

### BTEC Level 3 Subsidiary Diploma

Points range above pass grade	Grade	
460-499	Merit	M
500-519	Distinction	D
520 and above	Distinction*	D*

### BTEC Level 3 90-credit Diploma

Points range above pass grade	Grade	
660-689	MP	
690-719	MM	
720-749	DM	
750-769	DD	
770-789	D*D	
790 and above	D*D*	

### BTEC Level 3 Diploma

Points range above pass grade	Grade	
880-919	MP	
920-959	MM	
960-999	DM	
1000-1029	DD	
1030-1059	D*D	
1060 and above	D*D*	

### BTEC Level 3 Extended Diploma

Points range above pass grade	Grade	
1300-1339	MPP	
1340-1379	MMP	
1380-1419	MMM	
1420-1459	DMM	
1460-1499	DDM	
1500-1529	DDD	
1530-1559	D*DD	
1560-1589	D*D*D	
1590 and above	D*D*D*	

Please refer to *Annexe G* for examples of calculation of qualification grade above pass grade.

# Quality assurance of centres

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Pearson's qualification specifications set out the standard to be achieved by each learner in order for them to gain the qualification. This is done throughout the learning outcomes, and assessment and grading criteria in each unit. Further guidance on delivery and assessment is given in the *Essential guidance for tutors* section in each unit. This section is designed to provide guidance related to the unit to support tutors, deliverers and assessors and to provide coherence of understanding and a consistency of delivery and assessment.

## Approval

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Centres that have not previously offered BTEC qualifications will first need to apply for, and be granted, centre approval before they can apply for approval to offer the programme.

When a centre applies for approval to offer a BTEC qualification they are required to enter into an approvals agreement.

The approvals agreement is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Sanctions and tariffs may be applied if centres do not comply with the agreement. Ultimately, this could result in the suspension of certification or withdrawal of approval.

Centres will be allowed 'accelerated approval' for a new programme where the centre already has approval for a programme that is being replaced by the new programme.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre and must have approval for programmes or groups of programmes that it is operating
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities intended to exemplify the processes required for effective assessment and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers; planning, monitoring and recording of assessment processes; and for dealing with special circumstances, appeals and malpractice.

The approach of quality assured assessment is made through a partnership between an approved centre and Pearson. Pearson is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. Therefore, the specific arrangements for working with centres will vary. Edexcel seeks to ensure that the quality assurance processes that it uses do not place undue bureaucratic processes on centres and works to support centres in providing robust quality assurance processes.

Pearson monitors and supports centres in the effective operation of assessment and quality assurance. The methods which it uses to do this for these BTEC programmes include:

- ensuring that all centres have completed appropriate declarations at the time of approval undertaking approval visits to centres where necessary
- requiring all centres to appoint a Lead Internal Verifier for designated groups of programmes and to ensure that this person is trained and supported in carrying out that role
- requiring that the Lead Internal Verifier completes compulsory online standardisation related to assessment and verification decisions for the designated programme
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- overarching review and assessment of a centre's strategy for assessing and quality assuring its BTEC programmes.

### **Pearson Quality Assurance Handbook**

Centres should refer to the *UK BTEC Quality Assurance Handbook*, issued annually, for detailed guidance.

An approved centre must make certification claims only when authorised by Edexcel and strictly in accordance with requirements for reporting.

Centres that do not fully address and maintain rigorous approaches to quality assurance will be prevented from seeking certification for individual programmes or for all BTEC programmes. Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

## **Programme design and delivery**

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The BTEC qualifications in this specification consist of mandatory units and optional units. Optional units are designed to provide a focus to the qualification and more specialist opportunities.

In BTEC qualifications each unit has a number of guided learning hours and centres are advised to take this into account when planning the programme of study associated with this specification.

## Mode of delivery

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Pearson does not define the mode of study for the BTEC qualifications in this specification. Centres are free to offer the qualifications using any mode of delivery (such as full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

## Resources

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The BTEC qualifications in this specification are designed to prepare learners for employment in specific occupational sectors. Physical resources need to support the delivery of the programme and the proper assessment of the learning outcomes and should, therefore, normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Pearson.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

## Delivery approach

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It is important that centres develop an approach to teaching and learning that supports the specialist vocational nature of BTEC qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of the learner's experience.

An outline learning plan is included in every unit as guidance to demonstrate one way of planning the delivery and assessment of the unit. The outline learning plan can be used in conjunction with the programme of suggested assignments.

Where the qualification has been designated and approved as a Technical Certificate and forms part of an Apprenticeship scheme, particular care needs to be taken to build strong links between the learning and assessment for the BTEC qualification and the related NVQs and Functional Skills that also contribute to the scheme.

## Meeting local needs

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Centres should note that the qualifications set out in this specification have been developed in consultation with centres and employers and the Sector Skills Councils or the Standards Setting Bodies for the relevant sector. Centres should make maximum use of the choice available to them within the optional units to meet the needs of their learners, and local skills and training needs.

In certain circumstances, units in this specification might not allow centres to meet a local need. In this situation, Edexcel will ensure that the rule of combination allows centres to make use of units from other specifications in this suite. Centres are required to ensure that the coherence and purpose of the qualification is retained and to ensure that the vocational focus is not diluted.

For information on limitations on variations from standard specifications see *Rules of combination for Pearson BTEC Level 3 qualifications in this specification*.

These units cannot be used at the expense of the mandatory units in any qualification.

## Additional and specialist learning

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Additional and specialist learning (ASL) consists of accredited qualifications. The ASL may include BTEC qualifications which are also available to learners not following a Diploma course of study.

Qualifications that are valid against different lines of principal learning can be identified on the Register of Regulated Qualifications.

## Functional Skills

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The BTEC qualifications in this specification give learners opportunities to develop and apply Functional Skills.

Functional Skills are offered as stand-alone qualifications at level 2. See individual units for opportunities to cover ICT, Mathematics and English Functional Skills.

## Personal, learning and thinking skills

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Opportunities are available to develop personal, learning and thinking skills (PLTS) within a sector-related context. PLTS are identified in brackets after the unit pass criteria to which they are associated and they are also mapped in *Annexe C*. Further opportunities for learners to demonstrate these skills may arise as learners progress throughout their learning.

# Access and recruitment

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Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a level 3 qualification. For learners who have recently been in education, the profile is likely to include one of the following:

- a BTEC Level 2 qualification in Performing Arts or a related vocational area
- a standard of literacy and numeracy supported by a general education equivalent to four GCSEs at grade A\*-C
- other related level 2 qualifications
- related work experience.

More mature learners may present a more varied profile of achievement that is likely to include experience of paid and/or unpaid employment.

## Restrictions on learner entry

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Most BTEC qualifications are for learners aged 16 years and over.

In particular sectors the restrictions on learner entry might also relate to any physical or legal barriers, for example, people working in health, care or education are likely to be subject to Criminal Records Bureau (CRB) checks.

The BTEC qualifications in this specification are listed on the DfE funding lists under Section 96 of the Learning and Skills Act 2000.

## Access arrangements for learners with disabilities and special needs

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Equality and fairness are central to our work. Pearson's Equality Policy requires that all learners should have equal opportunity to access our qualifications and assessments, and that our qualifications should be awarded in a way that is fair to every learner.

We are committed to ensuring that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic

- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be fairly compared to the achievement of their peers.

Details on how to make adjustments for learners with protected characteristics are given in the policy document *Reasonable Adjustment and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Edexcel website.

## Recognition of Prior Learning

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Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be valid and reliable.

## Unit format

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All units in BTEC qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

### Unit title

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The unit title appear on the learner's Notification of Performance (NOP).

### Level

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All units and qualifications have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the level descriptors and, where appropriate, the National Occupational Standards (NOS) and/or other sector/professional benchmarks.

### Credit value

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Each unit in BTEC qualifications has a credit value; learners will be awarded credits for the successful completion of whole units.

A credit value specifies the number of credits that will be awarded to a learner who has met all the learning outcomes of the unit.

## Guided learning hours

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Guided learning hours for the unit are defined on page 3.

## Aim and purpose

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The aim is a succinct statement that summarises the learning outcomes of the unit.

## Unit introduction

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The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

## Learning outcomes

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Learning outcomes state exactly what a learner should 'know, understand or be able to do' as a result of completing the unit.

## Unit content

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The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related NOS. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the pass, merit and distinction grading criteria.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

## Relationship between content and assessment criteria

The learner must have the opportunity within the delivery of the unit to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment and grading criteria. The merit and distinction grading criteria enable the learner to achieve higher levels of performance in acquisition of knowledge, understanding and skills.

## Content structure and terminology

The information below shows how unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is given and in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must also be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of elements of content which must be covered in the delivery of the unit.
- 'e.g.' is a list of examples used for indicative amplification of an element (that is, the content specified in this amplification that could be covered or that could be replaced by other, similar material).



## Assessment and grading grid

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Each grading grid gives the assessment and grading criteria used to determine the evidence that each learner must produce in order to receive a pass, merit or distinction grade. It is important to note that the merit and distinction grading criteria require a qualitative improvement in a learner's evidence and not simply the production of more evidence at the same level.

## Essential guidance for tutors

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This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content's relationship with the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Outline learning plan* – the outline learning plan has been included in every unit as guidance and demonstrates one way in planning the delivery and assessment of a unit. The outline learning plan can be used in conjunction with the programme of suggested assignments.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to pass the unit or achieve the higher grades. This section should be read in conjunction with the grading criteria.
- *Suggested programme of assignments* – the table shows how the suggested assignments match and cover the assessment grading criteria.
- *Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications* – sets out links with other units within the qualification. These links can be used to ensure that learners make connections between units, resulting in a coherent programme of learning. The links show opportunities for integration of learning, delivery and assessment.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification. *Employer engagement and vocational contexts* – provides a short list of agencies, networks and other useful contacts for employer engagement and for sources of vocational contexts.
- *Indicative reading for learners* – gives a list of resource materials for learners that benchmark the level of study.

## Further information

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For further information please call Customer Services on 020 7010 2188 (calls may be recorded for quality and training purposes) or email [TeachingEngineering@pearson.com](mailto:TeachingEngineering@pearson.com).

## Useful publications

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Further copies of this document and related publications can be obtained by contacting us:

Telephone: 0845 172 0205

Email: [publication.orders@pearson.com](mailto:publication.orders@pearson.com)

Related information and publications include:

- Functional Skills publications – specifications, tutor support materials and question papers
- the current Pearson publications catalogue and update catalogue.

Pearson publications concerning the Quality Assurance System and the internal and external verification of vocationally related programmes can be found on the Pearson website and in the Pearson publications catalogue.

NB: Most of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

## How to obtain National Occupational Standards

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Please contact:

Creative and Cultural Skills

Lafone House

The Leathermarket

Weston Street

London SE1 3HN

Telephone: 020 7015 1800

Fax: 020 7015 1847

Email: [info@ccskills.org.uk](mailto:info@ccskills.org.uk)

## Professional development and training

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Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building Functional Skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website ([www.pearson.com/training](http://www.pearson.com/training)). You can request customised training through the website or by contacting one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.



# Annexe A

## The Pearson BTEC qualification framework for the Performing Arts sector

Progression opportunities within the framework.

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Short Courses	NVQ/occupational
8				
7				
6				
5		BTEC HND Level 5 Diploma in Performing Arts		
4		BTEC HNC Level 4 Diploma in Performing Arts		
3	AS GCE in Drama and Theatre Studies A2 GCE in Drama and Theatre Studies	Pearson BTEC Level 3 Certificate, Subsidiary Diploma, 90-credit Diploma, Diploma and Extended Diploma in Performing Arts		
2	GCSE in Drama	Pearson BTEC Level 2 Certificate, Extended Certificate and Diploma in Performing Arts		
1		Level 1 Diploma in Performing Arts Level 1 Extended Certificate in Performing Arts Level 1 Certificate in Performing Arts		
Entry		Entry Level 3 Award in Performing Arts		



# Annexe B

## Grading domains: BTEC level 3 generic grading domains

Grading domain 1	Indicative characteristics – merit	Indicative characteristics – distinction
<p><b>Application of knowledge and understanding</b></p> <p>(Learning outcome stem <i>understand or know</i>)</p>	<ul style="list-style-type: none"> <li>Shows depth of knowledge and development of understanding in familiar and unfamiliar situations (for example explain why, makes judgements based on analysis).</li> <li>Applies and/or selects concepts showing comprehension of often complex theories.</li> <li>Applies knowledge in often familiar and unfamiliar contexts.</li> <li>Applies knowledge to non-routine contexts (eg assessor selection).</li> <li>Makes reasoned analytical judgements.</li> <li>Shows relationships between pass criteria.</li> </ul>	<ul style="list-style-type: none"> <li>Synthesises knowledge and understanding across pass and merit criteria.</li> <li>Evaluates complex concepts/ideas/ actions and makes reasoned and confident judgements.</li> <li>Uses analysis, research and evaluation to make recommendations and influence proposals.</li> <li>Analyses implications of application of knowledge/understanding.</li> <li>Accesses and evaluates knowledge and understanding to advance complex activities/contextes.</li> <li>Shows relationships with pass and merit criteria.</li> <li>Responds positively to evaluation.</li> </ul>
Grading domain 2	Indicative characteristics – merit	Indicative characteristics – distinction
<p><b>Development of practical and technical skills</b></p> <p>(Learning outcome stem <i>be able to</i>)</p>	<ul style="list-style-type: none"> <li>Deploys appropriate advanced techniques/processes/skills.</li> <li>Applies technical skill to advance non-routine activities.</li> <li>Advances practical activities within resource constraints.</li> <li>Produces varied solutions (including non-routine).</li> <li>Modifies techniques/processes to situations.</li> <li>Shows relationship between pass criteria.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates creativity/originality/own ideas.</li> <li>Applies skill(s) to achieve higher order outcome.</li> <li>Selects and uses successfully from a range of advanced techniques/ processes/skills.</li> <li>Reflects on skill acquisition and application.</li> <li>Justifies application of skills/methods.</li> <li>Makes judgements about risks and limitations of techniques/processes.</li> <li>Innovates or generates new techniques/ processes for new situations.</li> <li>Shows relationship with pass and merit criteria.</li> </ul>

<b>Grading domain 3</b>	<b>Indicative characteristics – merit</b>	<b>Indicative characteristics – distinction</b>
<p><b>Personal development for occupational roles</b></p> <p>(Any learning outcome stem)</p>	<ul style="list-style-type: none"> <li>• Takes responsibility in planning and undertaking activities.</li> <li>• Reviews own development needs.</li> <li>• Finds and uses relevant information sources.</li> <li>• Acts within a given work-related context showing understanding of responsibilities.</li> <li>• Identifies responsibilities of employers to the community and the environment.</li> <li>• Applies qualities related to the vocational sector.</li> <li>• Internalises skills/attributes (creating confidence).</li> </ul>	<ul style="list-style-type: none"> <li>• Manages self to achieve outcomes successfully.</li> <li>• Plans for own learning and development through the activities.</li> <li>• Analyses and manipulates information to draw conclusions.</li> <li>• Applies initiative appropriately.</li> <li>• Assesses how different work-related contexts or constraints would change performance.</li> <li>• Reacts positively to changing work-related contexts</li> <li>• Operates ethically in work-related environments.</li> <li>• Takes decisions related to work contexts.</li> <li>• Applies divergent and lateral thinking in work-related contexts.</li> <li>• Understands interdependence.</li> </ul>
<b>Grading domain 4</b>	<b>Indicative characteristics – merit</b>	<b>Indicative characteristics – distinction</b>
<p><b>Application of generic skills</b></p> <p>(Any learning outcome stem)</p>	<ul style="list-style-type: none"> <li>• Communicates effectively using appropriate behavioural and language registers.</li> <li>• Communicates with clarity and influence.</li> <li>• Makes judgements in contexts with explanations.</li> <li>• Explains how to contribute within a team.</li> <li>• Demonstrates positive contribution to team(s).</li> <li>• Makes adjustments to meet the needs/ expectations of others (negotiation skills).</li> <li>• Selects and justifies solutions for specified problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Presents self and communicates information to meet the needs of a variety of audience.</li> <li>• Identifies strategies for communication.</li> <li>• Shows innovative approaches to dealing with individuals and groups.</li> <li>• Takes decisions in contexts with justifications.</li> <li>• Produces outputs subject to time/ resource constraints.</li> <li>• Reflects on own contribution to working within a team.</li> <li>• Generates new or alternative solutions to specified problems.</li> <li>• Explores entrepreneurial attributes.</li> </ul>



# Annexe C

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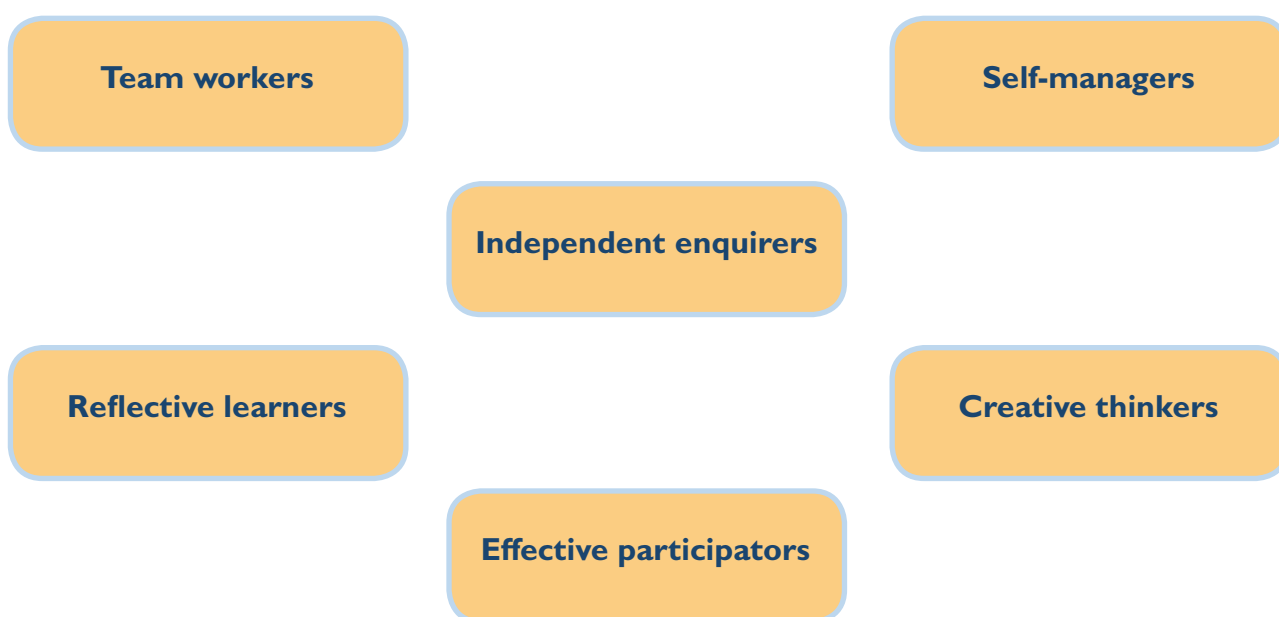
## Personal, learning and thinking skills

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### A FRAMEWORK OF PERSONAL, LEARNING AND THINKING SKILLS 11–19 IN ENGLAND

The framework comprises six groups of skills that, together with the Functional Skills of English, Mathematics and ICT, are essential to success in learning, life and work. In essence the framework captures the essential skills of: managing self; managing relationships with others; and managing own learning, performance and work. It is these skills that will enable young people to enter work and adult life confident and capable.

The titles of the six groups of skills are set out below.



For each group there is a focus statement that sums up the range of skills. This is followed by a set of outcome statements that are indicative of the skills, behaviours and personal qualities associated with each group.

Each group is distinctive and coherent. The groups are also inter-connected. Young people are likely to encounter skills from several groups in any one learning experience. For example an independent enquirer would set goals for their research with clear success criteria (reflective learner) and organise and manage their time and resources effectively to achieve these (self-manager). In order to acquire and develop fundamental concepts such as organising oneself, managing change, taking responsibility and perseverance, learners will need to apply skills from all six groups in a wide range of learning contexts 11–19.

## The Skills

### Independent enquirers

**Focus:**

Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

**Young people:**

- identify questions to answer and problems to resolve
- plan and carry out research, appreciating the consequences of decisions
- explore issues, events or problems from different perspectives
- analyse and evaluate information, judging its relevance and value
- consider the influence of circumstances, beliefs and feelings on decisions and events
- support conclusions, using reasoned arguments and evidence.

### Creative thinkers

**Focus:**

Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

**Young people:**

- generate ideas and explore possibilities
- ask questions to extend their thinking
- connect their own and others' ideas and experiences in inventive ways
- question their own and others' assumptions
- try out alternatives or new solutions and follow ideas through
- adapt ideas as circumstances change.

### Reflective learners

**Focus:**

Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

**Young people:**

- assess themselves and others, identifying opportunities and achievements
- set goals with success criteria for their development and work
- review progress, acting on the outcomes
- invite feedback and deal positively with praise, setbacks and criticism
- evaluate experiences and learning to inform future progress
- communicate their learning in relevant ways for different audiences.

## Team workers

### Focus:

Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

### Young people:

- collaborate with others to work towards common goals
- reach agreements, managing discussions to achieve results
- adapt behaviour to suit different roles and situations, including leadership role
- show fairness and consideration to others
- take responsibility, showing confidence in themselves and their contribution
- provide constructive support and feedback to others.

## Self-managers

### Focus:

Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

### Young people:

- seek out challenges or new responsibilities and show flexibility when priorities change
- work towards goals, showing initiative, commitment and perseverance
- organise time and resources, prioritising actions
- anticipate, take and manage risks
- deal with competing pressures, including personal and work-related demands
- respond positively to change, seeking advice and support when needed
- manage their emotions, and build and maintain relationships.

## Effective participators

### Focus:

Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

### Young people:

- discuss issues of concern, seeking resolution where needed
- present a persuasive case for action
- propose practical ways forward, breaking these down into manageable steps
- identify improvements that would benefit others as well as themselves
- try to influence others, negotiating and balancing diverse views to reach workable solutions
- act as an advocate for views and beliefs that may differ from their own.

## PLTS performance indicator (suggested recording sheet)

Name:	Date:				
	Level of success 1 = low, 5 = high				
<b>Independent enquirers</b>					
Identify questions to answer and problems to resolve	1	2	3	4	5
Plan and carry out research, appreciating the consequences of decisions	1	2	3	4	5
Explore issues, events or problems from different perspectives	1	2	3	4	5
Analyse and evaluate information, judging its relevance and value	1	2	3	4	5
Consider the influence of circumstances, beliefs and feelings on decisions and events	1	2	3	4	5
Support conclusions, using reasoned arguments and evidence	1	2	3	4	5
<b>Creative thinkers</b>					
Generate ideas and explore possibilities	1	2	3	4	5
Ask questions to extend their thinking	1	2	3	4	5
Connect their own and others' ideas and experiences in inventive ways	1	2	3	4	5
Question their own and others' assumptions	1	2	3	4	5
Try out alternatives or new solutions and follow ideas through	1	2	3	4	5
Adapt ideas as circumstances change	1	2	3	4	5
<b>Reflective learners</b>					
Assess themselves and others, identifying opportunities and achievements	1	2	3	4	5
Set goals with success criteria for their development and work	1	2	3	4	5
Review progress, acting on the outcomes	1	2	3	4	5
Invite feedback and deal positively with praise, setbacks and criticism	1	2	3	4	5
Evaluate experiences and learning to inform future progress	1	2	3	4	5
Communicate their learning in relevant ways for different audiences	1	2	3	4	5

<b>Team workers</b>					
Collaborate with others to work towards common goals	1	2	3	4	5
Reach agreements, managing discussions to achieve results	1	2	3	4	5
Adapt behaviour to suit different roles and situations, including leadership roles	1	2	3	4	5
Show fairness and consideration to others	1	2	3	4	5
Take responsibility, showing confidence in themselves and their contribution	1	2	3	4	5
Provide constructive support and feedback to others	1	2	3	4	5
<b>Self-managers</b>					
Seek out challenges or new responsibilities and show flexibility when priorities change	1	2	3	4	5
Work towards goals, showing initiative, commitment and perseverance	1	2	3	4	5
Organise time and resources, prioritising actions	1	2	3	4	5
Anticipate, take and manage risks	1	2	3	4	5
Deal with competing pressures, including personal and work-related demands	1	2	3	4	5
Respond positively to change, seeking advice and support when needed	1	2	3	4	5
Manage their emotions, and build and maintain relationships.	1	2	3	4	5
<b>Effective participators</b>					
Discuss issues of concern, seeking resolution where needed	1	2	3	4	5
Present a persuasive case for action	1	2	3	4	5
Propose practical ways forward, breaking these down into manageable steps	1	2	3	4	5
Identify improvements that would benefit others as well as themselves	1	2	3	4	5
Try to influence others, negotiating and balancing diverse views to reach workable solutions	1	2	3	4	5
Act as an advocate for views and beliefs that may differ from their own	1	2	3	4	5

**Note to learner:** The circled number represents an indication of your PLTS performance so far.

**Note to tutor:** Indicate the level of success by circling the appropriate number during your feedback with the learner.

## Summary of the PLTS coverage throughout the programme

Personal, learning and thinking skills	Unit																
	1	3	4	5	7	9	10	11	12	13	14	15	16	17			
Independent enquirers	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓		
Creative thinkers	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓			
Reflective learners	✓			✓		✓					✓						
Team workers	✓	✓	✓		✓	✓	✓	✓	✓		✓				✓		
Self-managers	✓	✓	✓	✓	✓	✓	✓		✓		✓						
Effective participators				✓	✓	✓		✓	✓	✓				✓	✓		
✓ – opportunities for development																	

Personal, learning and thinking skills	Unit														
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
Independent enquirers		✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Creative thinkers	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reflective learners					✓	✓	✓		✓	✓		✓	✓	✓	
Team workers		✓	✓		✓	✓	✓	✓	✓			✓	✓	✓	✓
Self-managers	✓		✓		✓	✓	✓	✓	✓	✓			✓	✓	
Effective participators	✓		✓	✓		✓	✓					✓	✓	✓	✓
✓ – opportunities for development															

Personal, learning and thinking skills	Unit													
	32	33	34	35	36	37	38	39	40	41	42	43	44	45
Independent enquirers	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓	
Creative thinkers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Reflective learners	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Team workers	✓	✓	✓	✓	✓	✓	✓		✓			✓	✓	
Self-managers	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
Effective participators	✓	✓	✓	✓	✓	✓	✓			✓		✓	✓	✓
✓ – opportunities for development														

Personal, learning and thinking skills	Unit													
	46	47	48	49	50	51	52	53	54	101	102	103	104	
Independent enquirers						✓		✓	✓	✓	✓	✓	✓	✓
Creative thinkers					✓			✓	✓	✓	✓	✓	✓	✓
Reflective learners	✓				✓					✓		✓	✓	
Team workers		✓		✓	✓	✓		✓	✓			✓	✓	
Self-managers	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Effective participators	✓	✓		✓	✓	✓	✓							
✓ – opportunities for development														





# Annexe D

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## Wider curriculum mapping

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The BTEC qualifications in this specification give learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

The BTEC qualifications in this specification make a positive contribution to wider curricular areas as appropriate.

## Spiritual, moral, ethical, social and cultural issues

These qualifications contribute to an understanding of:

- **spiritual issues** – are prevalent throughout the entire specification as performing arts is an expressive art and expression is a part of an individual's spirituality. However, spiritual issues are focused on in particular in *Devising Plays* where learners can gain an understanding how performing arts interacts with contemporary society; this may include spiritual/religious dimensions. Learners will also encounter spiritual concepts in *International Dance* as they are required to examine the roles of music in different cultures.
- **moral and ethical issues** – are made apparent in nearly all of the units within this specification. Particular examples are *Performing Arts Business*, *Theatre in Education* and *Theatre for Children*, where learners may discuss whether professional performers have the moral obligation to carry out community projects.
- **social and cultural issues** – feature throughout the specification as performing arts reflects, to a greater or lesser extent, the society and/or culture in which it was created and or performed. The units that deal with periods of performing arts history provide learners with the opportunity to think about the social and cultural issues prevalent during these historical periods are *Classical Theatre Performance*, *Contemporary Theatre Performance* and *International Dance*. Any performance unit will provide opportunities for discussion about the context in which the pieces to be performed were created.

## Citizenship issues

Learners undertaking the BTEC qualifications in this specification will have the opportunity to develop their understanding of citizenship issues, for example when learners are required to work as a team, negotiate and make group decisions.

## Environmental issues

Learners undertaking the BTEC qualifications in this specification will have the opportunity to develop their understanding of environmental issues, for example learners might choose environmental issues as a basis for a devised play (in *Devising Plays*) or as a piece for theatre for children (in *Theatre for Children*).

## European developments

Much of the content of the BTEC qualifications in this specification applies throughout Europe, even though the delivery is in a UK context. The European dimensions are specifically addressed in units where issues may be raised are dependent on theme or text based approach, eg *Performance Workshop*. It may often be the case that learners' work will be directly or indirectly descended from the greater European experience. It is also recognised that beyond European influences lies the awareness that practise, style and context has derived from the greater international theatre. For example, the influence of the Balinese Theatre on the thinking of Antonin Artaud and his theories of theatre practise, or the traditions emanating from the United States and the Caribbean on dance.

## Health and safety considerations

The BTEC qualifications in this specification are practically based and health and safety issues are encountered throughout the units. Learners will develop awareness of the safety of others as well as themselves in all practical activities. Units concerned with technical and production matters must be approached with a full awareness of the health and safety concerns embedded within them. Equally, all units that are concerned with performance skills must be delivered with a concern for the need for personal body maintenance. The individual learner's safety should be at the forefront of any practical activity and due risk should be assessed and acted upon.

## Equal opportunities issues

Equal opportunities issues are implicit throughout the BTEC qualifications in this specification.

## Wider curriculum mapping

### Level 3

Unit 1	✓	✓	✓	✓	✓	✓	✓	✓
Unit 3	✓	✓	✓	✓	✓	✓	✓	✓
Unit 4	✓	✓	✓	✓	✓	✓	✓	✓
Unit 5	✓	✓	✓	✓	✓	✓	✓	✓
Unit 7	✓	✓	✓	✓	✓	✓	✓	✓
Unit 9	✓	✓	✓	✓	✓	✓	✓	✓
Unit 10	✓	✓	✓	✓	✓	✓	✓	✓
Unit 11	✓	✓	✓	✓	✓	✓	✓	✓
Unit 12	✓	✓	✓	✓		✓		✓
Unit 13	✓	✓	✓	✓		✓		✓
Unit 14	✓	✓	✓	✓		✓	✓	✓
Unit 15	✓	✓	✓	✓		✓	✓	✓
Unit 16	✓	✓	✓	✓	✓	✓	✓	✓
Unit 17	✓	✓	✓	✓		✓	✓	✓
Unit 18	✓	✓	✓	✓		✓	✓	✓
Unit 19	✓	✓	✓	✓		✓	✓	✓
Unit 20	✓	✓	✓	✓		✓	✓	✓
Unit 21	✓	✓	✓	✓		✓	✓	✓
Unit 22	✓	✓	✓	✓		✓	✓	✓
Unit 23	✓	✓	✓	✓		✓	✓	✓
Unit 24	✓	✓	✓	✓		✓	✓	✓
Unit 26	✓	✓	✓	✓		✓	✓	✓
Unit 27	✓	✓	✓	✓		✓	✓	✓
Unit 28	✓	✓	✓	✓		✓	✓	✓
Unit 29	✓	✓	✓	✓		✓	✓	✓
Unit 30	✓	✓	✓	✓		✓	✓	✓
Unit 31	✓	✓	✓	✓		✓	✓	✓
Unit 32	✓	✓	✓	✓		✓	✓	✓
Unit 33	✓	✓	✓	✓		✓	✓	✓
	Spiritual	Moral and ethical	Social and cultural	Citizenship issues	Environmental issues	European developments	Health and safety considerations	Equal opportunities issues

## Wider curriculum mapping

### Level 3

	Unit 34	Unit 35	Unit 36	Unit 37	Unit 38	Unit 39	Unit 40	Unit 41	Unit 42	Unit 43	Unit 44	Unit 45	Unit 46	Unit 47	Unit 48	Unit 49	Unit 50	Unit 51	Unit 52	Unit 53	Unit 54	Unit 101	Unit 102	Unit 103	Unit 104
Spiritual	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Moral and ethical	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Social and cultural	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Citizenship issues	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Environmental issues	✓	✓	✓	✓					✓														✓		
European developments	✓	✓	✓	✓					✓										✓				✓		
Health and safety considerations	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Equal opportunities issues	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

# Annexe E

## National Occupational Standards/mapping with NVQs

The grid below maps the knowledge covered in the Pearson BTEC Level 3 Certificate, Subsidiary Diploma, 90-credit Diploma, Diploma and Extended Diploma in Performing Arts against the underpinning knowledge of the Creative and Cultural Skills SSC National Occupational Standards

### KEY

- ✓ indicates that the BTEC qualification covers all of the underpinning knowledge of the NVQ unit
- # indicates partial coverage of the NVQ unit
- a blank space indicates no coverage of the underpinning knowledge

National Occupational Standards		Units			
Technical Theatre HS1 – Working Safely	34 #	35 #	36 #	37 #	
Technical Theatre HS2 – Assessing Risks	34 #	35 #	36 #	37 #	102 #
Live Events and Promotion LE3 – Support the licensing and permissions application process for a live event					102 #
Live Events and Promotion LE6 – Support the planning of live events					102 #
Live Events and Promotion LE11 – Research and assess the appropriateness of different types of venues for different types of live events					102 #



# Annexe F

## Unit mapping overview

BTEC National in Performing Arts (specification end date 31/08/2010)/new versions of the BTEC qualifications in Performing Arts (specification start date 01/09/2010) – the BTEC Level 3 Certificate in Performing Arts, BTEC Level 3 Subsidiary Diploma in Performing Arts, BTEC Level 3 90-credit Diploma in Performing Arts, BTEC Level 3 Diploma in Performing Arts and the BTEC Level 3 Extended Diploma in Performing Arts.

### KEY

- P – Partial mapping (Some topics from the old unit appear in the new unit)
- F – Full mapping (Topics in old unit match new unit exactly or almost exactly)
- X – Full mapping + New (All the topics from the old unit appear in the new unit, but new unit also contains new topic(s))

Unit	Unit title	Maps to old unit	Extent to match
1	Performance Workshop	1	F
3	Performing Arts Business	2	F
4	The Historical Context of Performance	4	F
5	Rehearsing for Performance	5	F
7	Performing to an Audience	7	P
9	Devising Plays	9	F
10	Theatre in Education	10	P
11	Theatre for Children	11	F
12	Classical Theatre Performance	12	F
13	Contemporary Theatre Performance	13	F
14	Musical Theatre Performance	14	P
15	Variety Performance	15	F
16	Performing with Masks	16	F
17	Developing Voice for the Actor	17	P
18	Auditions for Actors	18	F
19	Principles of Acting	19	P
20	Applying Acting Styles	20	P
21	Drama Improvisation	21	P
22	Audio Performance Acting	22	P
23	Film and TV Acting	23	F
24	The Performance of Mime	24	P
25	The Practice of Directing for Theatre	25	P
26	Approaches to Directing for Theatre	26	F
27	Script Writing	27	P
28	Story Telling as Performance	28	P
29	Stand-up Comic Technique	29	F
30	Singing Skills for Actors and Dancers	30	P

Unit	Unit title	Maps to old unit	Extent to match
<b>31</b>	Developing Styles in Clowning	31	P
<b>32</b>	Developing Physical Theatre	32	F
<b>33</b>	Applying Physical Theatre	33	P
<b>34</b>	Circus Acrobatics	34	P
<b>35</b>	Circus Aerial	35	P
<b>36</b>	Circus Equilibristics	36	F
<b>37</b>	Circus Manipulation	37	F
<b>38</b>	Dance Performance	38	F
<b>39</b>	Choreographic Principles	39	P
<b>40</b>	Choreographing Dance	40	F
<b>41</b>	Dance Improvisation	41	P
<b>42</b>	The Healthy Performer	42	P
<b>43</b>	Developing Classical Ballet Technique	43	F
<b>44</b>	Applying Classical Ballet Technique	44	F
<b>45</b>	Developing Contemporary Dance	45	P
<b>46</b>	Applying Contemporary Dance Technique	46	P
<b>47</b>	Jazz Dance	47	P
<b>48</b>	Tap Dance	48	F
<b>49</b>	Developing Movement Skills	49	P
<b>50</b>	Movement in Performance	50	F
<b>51</b>	International Dance	51	P
<b>52</b>	Urban Dance	52	F
<b>53</b>	Exploring Contact Improvisation	53	P
<b>54</b>	Dance Appreciation	54	F
<b>101</b>	Singing Techniques and Performance	n/a – new unit	n/a – new unit
<b>102</b>	Site-Specific Performance	n/a – new unit	n/a – new unit
<b>103</b>	Voice and the Actor	n/a – new unit	n/a – new unit
<b>104</b>	Special Subject Investigation	n/a – new unit	n/a – new unit



## Unit mapping in depth

NQF BTEC National in Performing Arts (specification end date 31/08/2010)/new versions of the BTEC qualifications in Performing Arts (specification start date 01/09/2010) – the BTEC Level 3 Certificate in Performing Arts, BTEC Level 3 Subsidiary Diploma in Performing Arts, BTEC Level 3 90-credit Diploma in Performing Arts, BTEC Level 3 Diploma in Performing Arts and the BTEC Level 3 Extended Diploma in Performing Arts.

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
<b>Unit 1</b>	Performance Workshop	<b>Unit 1</b>	Performance Workshop	Learning outcome 4 is now: 4 <i>Understand the workshop process in light of performance</i>
<b>Unit 3</b>	The Performing Arts Business	<b>Unit 2</b>	The Performing Arts Business	The same unit with added assessment and delivery guidance, outline learning plan, and suggested programme of assignments.
<b>Unit 4</b>	The Historical Context of Performance	<b>Unit 4</b>	The Historical Context of Performance	The same unit with added assessment and delivery guidance, outline learning plan, and suggested programme of assignments.
<b>Unit 5</b>	Rehearsing for Performance	<b>Unit 5</b>	Rehearsing for Performance	The same unit with added assessment and delivery guidance, outline learning plan, and suggested programme of assignments.
<b>Unit 7</b>	Performing to an Audience	<b>Unit 7</b>	Performing to an Audience	Learning outcomes are now: 1 <i>Be able to undertake a performance role for a live audience</i> 2 <i>Be able to interpret performance material for an audience</i> 3 <i>Be able to perform a role, communicating meaning to an audience</i> 4 <i>Be able to work with discipline within an ensemble</i>

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
<b>Unit 9</b>	Devising Plays	<b>Unit 9</b>	Devising Plays	The same unit with added assessment and delivery guidance, outline learning plan, and suggested programme of assignments.
<b>Unit 10</b>	Theatre in Education	<b>Unit 10</b>	Theatre in Education	Learning outcomes are now: 1 <i>Know how to research and select suitable ideas for a TIE project</i> 2 <i>Be able to develop an educational performance project</i> 3 <i>Be able to contribute to the realisation of a TIE project</i>
<b>Unit 11</b>	Theatre for Children	<b>Unit 11</b>	Theatre for Children	The same unit with added assessment and delivery guidance, outline learning plan, and suggested programme of assignments.
<b>Unit 12</b>	Classical Theatre Performance	<b>Unit 12</b>	Classical Theatre Performance	Learning outcome 4 is now: 2 <i>Be able to explore the performance styles of classical texts</i>
<b>Unit 13</b>	Contemporary Theatre Performance	<b>Unit 13</b>	Contemporary Theatre Performance	The same unit with added assessment and delivery guidance, outline learning plan, and suggested programme of assignments.
<b>Unit 14</b>	Musical Theatre Performance	<b>Unit 14</b>	Musical Theatre Performance	Learning outcomes 1 and 2 are now: 1 <i>Understand a role or roles in a musical theatre work</i> 2 <i>Be able to apply the appropriate performance skills</i>
<b>Unit 15</b>	Variety Performance	<b>Unit 15</b>	Variety Performance	Learning outcome 1 is now: 1 <i>Know different types of variety performance</i>

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
<b>Unit 16</b>	Performing With Masks	<b>Unit 16</b>	Performing With Masks	New learning outcome 4 has been added: 4 <i>Understand the effectiveness of mask performance</i>
<b>Unit 17</b>	Developing Voice for the Actor	<b>Unit 17</b>	Developing Voice for the Actor	Learning outcomes 1 and 2 are now: 1 <i>Know the principles of voice production and vocal health</i> 2 <i>Be able to participate in and contribute to voice classes</i>
<b>Unit 18</b>	Auditions for Actors	<b>Unit 18</b>	Acting Auditions	Learning outcome 4 is now: 3 <i>Be able to use vocal and physical technique in performance</i>
<b>Unit 19</b>	Principles of Acting	<b>Unit 19</b>	Principles of Acting	Learning outcome 1 from previous version of unit (1 Understand the means and processes of characterisation) has been removed.
<b>Unit 20</b>	Applying Acting Styles	<b>Unit 20</b>	Applying Acting Styles	Learning outcomes are now: 1 <i>Be able to develop characterisation as an actor</i> 2 <i>Be able to develop and rehearse material using different acting styles</i> 3 <i>Be able to perform as an actor using different acting styles</i>
<b>Unit 21</b>	Drama Improvisation	<b>Unit 21</b>	Drama Improvisation	Learning outcomes 1 and 2 are now: 1 <i>Be able to use the skills of improvisation</i> 2 <i>Be able to use and develop improvisation</i>

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
<b>Unit 22</b>	Audio Performance Acting	<b>Unit 22</b>	Radio Acting	Learning outcomes are now: <ol style="list-style-type: none"> <li>1 <i>Know performance techniques used in radio drama and other audio fields</i></li> <li>2 <i>Be able to use vocal skills in solo audio performance</i></li> <li>3 <i>Be able to use vocal skills in ensemble audio performance</i></li> </ol>
<b>Unit 23</b>	Film and TV Acting	<b>Unit 23</b>	Film and TV Acting	Learning outcome 1 is now: <ol style="list-style-type: none"> <li>1 <i>Be able to develop acting techniques for the camera</i></li> </ol>
<b>Unit 24</b>	The Performance of Mime	<b>Unit 24</b>	Mime	Learning outcomes are now: <ol style="list-style-type: none"> <li>1 <i>Understand the history and key practitioners of mime</i></li> <li>2 <i>Be able to develop mime skills and techniques</i></li> <li>3 <i>Be able to create and rehearse mime performances</i></li> <li>4 <i>Be able to perform in mime acts</i></li> </ol>
<b>Unit 25</b>	The Practice of Directing Theatre	<b>Unit 25</b>	The Practice of Directing Theatre	Learning outcomes 1 and 2 are now: <ol style="list-style-type: none"> <li>1 <i>Be able to prepare a script for production</i></li> <li>2 <i>Be able to plan the necessary processes for a production</i></li> </ol>
<b>Unit 26</b>	Approaches to Directing for Theatre	<b>Unit 26</b>	Approaches to Directing for Theatre	Learning outcome 2 is now: <ol style="list-style-type: none"> <li>2 <i>Understand approaches to the role of theatre director</i></li> </ol>

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
<b>Unit 27</b>	Script Writing	<b>Unit 27</b>	Script Writing	Learning outcomes are now: <i>1 Understand styles and forms of writing for performance</i> <i>2 Be able to research and explore different writing forms and topics</i> <i>3 Be able to present ideas in a written format appropriate to performance medium that can be interpreted by others</i> <i>4 Understand the effectiveness of script writing</i>
<b>Unit 28</b>	Storytelling as Performance	<b>Unit 28</b>	Storytelling as Performance	Learning outcomes 1 and 2 are now: <i>1 Be able to research source material for a story</i> <i>2 Be able to create stories</i>
<b>Unit 29</b>	Stand-up Comic Technique	<b>Unit 29</b>	Stand-up Comic Technique	Learning outcome 3 is now: <i>3 Be able to select, develop and refine stand-up comedy material</i>
<b>Unit 30</b>	Singing Skills for Actors and Dancers	<b>Unit 30</b>	Singing Skills for Actors and Dancers	Learning outcomes are now: <i>1 Be able to develop and maintain vocal technique</i> <i>2 Be able to learn and repeat musical phrases</i> <i>3 Be able to rehearse sung musical material</i> <i>4 Be able to perform sung musical material using characterisation</i>

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
<b>Unit 31</b>	Developing Styles in Clowning	<b>Unit 31</b>	Clowning	Learning outcomes are now: <ol style="list-style-type: none"> <li>1 Understand the history and development of clowning</li> <li>2 Be able to create a clown persona</li> <li>3 Be able to rehearse and develop material</li> <li>4 Be able to perform to audience or present a directed clown piece</li> </ol>
<b>Unit 32</b>	Developing Physical Theatre	<b>Unit 32</b>	Developing Physical Theatre	The same unit with added assessment and delivery guidance, outline learning plan, and suggested programme of assignments.
<b>Unit 33</b>	Applying Physical Theatre	<b>Unit 33</b>	Applying Physical Theatre	Learning outcomes are now: <ol style="list-style-type: none"> <li>1 Be able to explore text using physical theatre skills</li> <li>2 Be able to use physical theatre skills to develop a role/character in rehearsal</li> <li>3 Be able to perform role/character using physical theatre skills</li> </ol>
<b>Unit 34</b>	Circus Acrobatics	<b>Unit 34</b>	Circus Acrobatics	Learning outcomes are now: <ol style="list-style-type: none"> <li>1 Know the physical requirements of acrobatics</li> <li>2 Be able to show a range of acrobatic skills</li> <li>3 Be able to explore spatial, body and orientational awareness</li> <li>4 Be able to organise acrobatic skills into a performance</li> </ol>

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
<b>Unit 35</b>	Circus Aerial	<b>Unit 35</b>	Circus Trapeze	Learning outcomes are now: <ol style="list-style-type: none"> <li>1 <i>Be able to demonstrate the physical requirements of aerial skills</i></li> <li>2 <i>Be able to demonstrate skills in a selection of aerial disciplines</i></li> <li>3 <i>Be able to explore spatial, body and orientational awareness</i></li> <li>4 <i>Be able to organise aerial skills into a performance</i></li> </ol>
<b>Unit 36</b>	Circus Equilibratics	<b>Unit 36</b>	Circus Equilibratics	The same unit with added assessment and delivery guidance, outline learning plan, and suggested programme of assignments.
<b>Unit 37</b>	Circus Manipulation	<b>Unit 37</b>	Circus Manipulation	The same unit with added assessment and delivery guidance, outline learning plan, and suggested programme of assignments.
<b>Unit 38</b>	Dance Performance	<b>Unit 38</b>	Dance Performance	The same unit with added assessment and delivery guidance, outline learning plan, and suggested programme of assignments.
<b>Unit 39</b>	Choreographic Principles	<b>Unit 39</b>	Choreographic Principles	Learning outcomes 1 and 4 are now: <ol style="list-style-type: none"> <li>1 <i>Be able to apply compositional structures and devices in the creation of dance work</i></li> <li>4 <i>Understand the choreographic process and the performance of dance composition</i></li> </ol>
<b>Unit 40</b>	Choreographing Dance	<b>Unit 40</b>	Choreographing Dance	The same unit with added assessment and delivery guidance, outline learning plan, and suggested programme of assignments.

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
<b>Unit 41</b>	Dance Improvisation	<b>Unit 41</b>	Dance Improvisation	Learning outcomes 3 and 4 are now: 3 <i>Be able to use performance skills in improvisation</i> 4 <i>Understand the effectiveness of improvisation</i>
<b>Unit 42</b>	The Healthy Performer	<b>Unit 42</b>	The Healthy Performer	Learning outcomes are now: 1 <i>Know the structure and function of the human body</i> 2 <i>Be able to apply principles of fitness training and safe practice</i> 3 <i>Know why injuries occur and how to treat them</i> 4 <i>Know the importance of a balanced diet</i>
<b>Unit 43</b>	Developing Classical Ballet Technique	<b>Unit 43</b>	Developing Classical Ballet Technique	The same unit with added assessment and delivery guidance, outline learning plan, and suggested programme of assignments.
<b>Unit 44</b>	Applying Classical Ballet Technique	<b>Unit 44</b>	Applying Classical Ballet Technique	Learning outcome 2 is now: 2 <i>Be able to develop and improve classical ballet technique</i>
<b>Unit 45</b>	Developing Contemporary Dance Technique	<b>Unit 45</b>	Developing Contemporary Dance Technique	Learning outcomes are now: 1 <i>Be able to demonstrate contemporary technique in classes</i> 2 <i>Be able to improve physical and interpretative skills</i> 3 <i>Be able to absorb and reproduce sequences of movement in class</i> 4 <i>Understand individual technical progress</i>



New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
<b>Unit 46</b>	Applying Contemporary Dance Technique	<b>Unit 46</b>	Applying Contemporary Dance Technique	Learning outcomes are now: <ol style="list-style-type: none"> <li>1 Be able to demonstrate the stylistic features of contemporary technique</li> <li>2 Be able to apply physical and interpretative skills in contemporary styles</li> <li>3 Be able to absorb and reproduce complex sequences of movement</li> <li>4 Be able to develop contemporary dance technique through the rehearsal process</li> </ol>
<b>Unit 47</b>	Jazz Dance	<b>Unit 47</b>	Jazz Dance	Learning outcomes are now: <ol style="list-style-type: none"> <li>1 Be able to demonstrate the relationship between jazz dance and music</li> <li>2 Be able to demonstrate key features of jazz dance styles</li> <li>3 Be able to perform combinations within the jazz style</li> </ol>
<b>Unit 48</b>	Tap Dance	<b>Unit 48</b>	Tap Dance	Learning outcome 1 is now: <ol style="list-style-type: none"> <li>1 Be able to show the relationship between music, accompaniment and tap dancing</li> </ol>

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
<b>Unit 49</b>	Developing Movement Skills	<b>Unit 49</b>	Developing Movement Skills	Learning outcomes are now: 1 <i>Be able to execute movement actions</i> 2 <i>Be able to apply spatial awareness to movement work</i> 3 <i>Be able to apply dynamic principles to movement work</i> 4 <i>Be able to use relationships in movement</i>
<b>Unit 50</b>	Movement in Performance	<b>Unit 50</b>	Movement in Performance	Learning outcome 2 is now: 2 <i>Be able to reproduce movement phrases within a performance</i>
<b>Unit 51</b>	International Dance	<b>Unit 51</b>	World Dance	Learning outcomes are: 1 <i>Understand the history and context of different genres of international dance</i> 2 <i>Know how to reproduce key features of different genres of international dance</i> 3 <i>Be able to perform combinations within the international dance genre</i>
<b>Unit 52</b>	Urban Dance	<b>Unit 52</b>	Urban Dance	The same unit with added assessment and delivery guidance, outline learning plan, and suggested programme of assignments.

New units		Old units		Mapping/comments (new topics in italics)
Number	Name	Number	Name	
<b>Unit 53</b>	Exploring Contact Improvisation	<b>Unit 53</b>	Exploring Contact Improvisation	Learning outcomes are now: <ol style="list-style-type: none"> <li>1 <i>Be able to demonstrate awareness of movement flow and underpinning principles of contact</i></li> <li>2 <i>Be able to explore contact with stimuli and with other dancers</i></li> <li>3 <i>Be able to improvise using the dynamics in performance</i></li> </ol>
<b>Unit 54</b>	Dance Appreciation	<b>Unit 54</b>	Dance Appreciation	



# Annexe G

## Examples of calculation of qualification grade above pass grade

Pearson will automatically calculate the qualification grade for learners when unit grades are submitted. The generic examples below demonstrate how the qualification grade above pass is calculated.

## Points available for credits achieved at different levels and unit grades

The table below shows the **number of points scored per credit** at the unit level and grade.

Unit level	Points per credit		
	Pass	Merit	Distinction
Level 2	5	6	7
<b>Level 3</b>	<b>7</b>	<b>8</b>	<b>9</b>
Level 4	9	10	11

Learners who achieve the correct number of points within the ranges shown in the 'qualification grade' table below will achieve the qualification merit, distinction or distinction\* grades (or combinations of these grades appropriate to the qualification).

### Qualification grade

#### BTEC Level 3 Certificate

Points range above pass grade	Grade	
230-249	Merit	M
250-259	Distinction	D
260 and above	Distinction*	D*

#### BTEC Level 3 Subsidiary Diploma

Points range above pass grade	Grade	
460-499	Merit	M
500-519	Distinction	D
520 and above	Distinction*	D*

#### BTEC Level 3 90-credit Diploma

Points range above pass grade	Grade
660-689	MP
690-719	MM
720-749	DM
750-769	DD
770-789	D*D
790 and above	D*D*

## BTEC Level 3 Diploma

Points range above pass grade	Grade
880-919	MP
920-959	MM
960-999	DM
1000-1029	DD
1030-1059	D*D
1060 and above	D*D*

## BTEC Level 3 Extended Diploma

Points range above pass grade	Grade
1300-1339	MPP
1340-1379	MMP
1380-1419	MMM
1420-1459	DMM
1460-1499	DDM
1500-1529	DDD
1530-1559	D*DD
1560-1589	D*D*D
1590 and above	D*D*D*

## Example 1

### Achievement of pass qualification grade

A learner completing a 30-credit BTEC Level 3 Certificate **does not** achieve the points required to gain a merit qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	3	10	Pass	7	$10 \times 7 = 70$
Unit 2	3	10	Pass	7	$10 \times 7 = 70$
Unit 3	3	10	Merit	8	$10 \times 8 = 80$
<b>Qualification grade totals</b>		<b>30</b>	<b>Pass</b>		<b>220</b>

## Example 2

### Achievement of merit qualification grade

A learner completing a 30-credit BTEC Level 3 Certificate achieves the points required to gain a merit qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	3	10	Pass	7	$10 \times 7 = 70$
Unit 2	3	10	Merit	8	$10 \times 8 = 80$
Unit 3	3	10	Merit	8	$10 \times 8 = 80$
<b>Qualification grade totals</b>			<b>Merit</b>		<b>230</b>

## Example 3

### Achievement of distinction qualification grade

A learner completing a 60-credit BTEC Level 3 Subsidiary Diploma achieves the points required to gain a distinction qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	3	10	Merit	8	$10 \times 8 = 80$
Unit 2	3	10	Distinction	9	$10 \times 9 = 90$
Unit 3	3	10	Distinction	9	$10 \times 9 = 90$
Unit 5	3	10	Merit	8	$10 \times 8 = 80$
Unit 6	2	10	Distinction	7	$10 \times 7 = 70$
Unit 11	3	10	Distinction	9	$10 \times 9 = 90$
<b>Qualification grade totals</b>		<b>60</b>	<b>Distinction</b>		<b>500</b>

## Example 4

### Achievement of distinction distinction grade

A learner completing a BTEC Level 3 90-credit Diploma achieves the points required to gain a distinction distinction qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	3	10	Merit	8	$10 \times 8 = 80$
Unit 2	3	10	Distinction	9	$10 \times 9 = 90$
Unit 3	3	10	Distinction	9	$10 \times 9 = 90$
Unit 4	3	10	Merit	8	$10 \times 8 = 80$
Unit 5	3	10	Merit	8	$10 \times 8 = 80$
Unit 6	2	10	Distinction	7	$10 \times 7 = 70$
Unit 11	3	10	Distinction	9	$10 \times 9 = 90$
Unit 15	4	10	Merit	10	$10 \times 10 = 100$
Unit 17	3	10	Pass	7	$10 \times 7 = 70$
<b>Qualification grade totals</b>		<b>90</b>	<b>Distinction Distinction</b>		<b>750</b>

## Example 5

### Achievement of distinction merit qualification grade

A learner completing a 120-credit BTEC Level 3 Diploma achieves the points required to gain a distinction merit qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	3	10	Merit	8	$10 \times 8 = 80$
Unit 2	3	10	Distinction	9	$10 \times 9 = 90$
Unit 3	3	10	Distinction	9	$10 \times 9 = 90$
Unit 4	3	10	Merit	8	$10 \times 8 = 80$
Unit 5	3	10	Merit	8	$10 \times 8 = 80$
Unit 6	2	10	Distinction	7	$10 \times 7 = 70$
Unit 11	3	10	Distinction	9	$10 \times 9 = 90$
Unit 15	4	10	Merit	10	$10 \times 10 = 100$
Unit 17	3	10	Pass	7	$10 \times 7 = 70$
Unit 18	3	10	Pass	7	$10 \times 7 = 70$
Unit 25	3	20	Merit	8	$20 \times 8 = 160$
<b>Qualification grade totals</b>		<b>120</b>	<b>Distinction Merit</b>		<b>980</b>



## Example 6

### Achievement of merit merit merit qualification grade

A learner completing a 180-credit BTEC Level 3 Extended Diploma achieves the points required to gain a merit merit merit qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	3	10	Merit	8	$10 \times 8 = 80$
Unit 2	3	10	Pass	7	$10 \times 7 = 70$
Unit 3	3	10	Distinction	9	$10 \times 9 = 90$
Unit 4	3	10	Merit	8	$10 \times 8 = 80$
Unit 5	3	10	Pass	7	$10 \times 7 = 70$
Unit 6	2	10	Distinction	7	$10 \times 7 = 70$
Unit 11	3	10	Distinction	9	$10 \times 9 = 90$
Unit 12	3	10	Merit	8	$10 \times 8 = 80$
Unit 15	4	10	Pass	9	$10 \times 9 = 90$
Unit 17	3	10	Pass	7	$10 \times 7 = 70$
Unit 18	3	10	Pass	7	$10 \times 7 = 70$
Unit 20	3	10	Pass	7	$10 \times 7 = 70$
Unit 22	3	10	Merit	8	$10 \times 8 = 80$
Unit 25	3	20	Pass	7	$20 \times 7 = 140$
Unit 35	3	10	Distinction	9	$10 \times 9 = 90$
Unit 36	3	10	Merit	8	$10 \times 8 = 80$
Unit 38	3	10	Distinction	9	$10 \times 9 = 90$
<b>Qualification grade totals</b>		<b>180</b>	<b>Merit Merit Merit</b>		<b>1410</b>

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